

**THE LEADERSHIP ROLE OF THE SCHOOL GOVERNING BODIES
IN SELECTED SOUTH AFRICAN SECONDARY SCHOOLS**

by

MANDLA ERICK LUPHOKO

Submitted in accordance with the requirements

For the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF TV MANYIKE

2019

DECLARATION

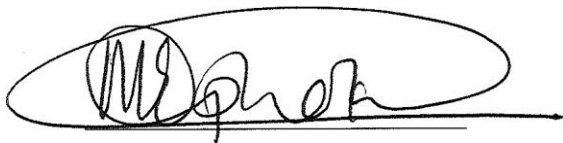
Name: **MANDLA ERICK LUPHOKO**

Student number **7955383**

Degree: **DOCTOR OF EDUCATION**

The leadership role of the school governing bodies in selected South African secondary schools

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in dark ink, appearing to read 'M. E. LUPHOKO', is written over a horizontal line. The signature is enclosed within a large, hand-drawn oval.

SIGNATURE

LUPHOKO M.E

30 January 2019

DATE

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to the following people for their resolute support, indispensable help and invaluable contribution in the completion of this study:

- Prof. T.V Manyike, my supervisor, for her invaluable expert guidance and continued inspirational support and advice throughout the study. She was always here to phone me to inquire about my progress and to motivate me to proceed with the study. It was an honour and a privilege to work with her over the years: her constructive remarks and comments on each chapter of the research work were developmental and have contributed to the fruitful outcomes of this thesis. She has taken much care of me as a growing researcher, through her encouraging attitudes and remarks. Her professionalism is outstanding. She has always done her utmost to assist me with the study until I completed the thesis successfully.
- Dr. Mdhluli M.A, for the support and motivation he provided throughout this study.
- My children, Nolwazi, Venitta and Charmaine and grandchild, Princess, for their constant support and encouragements.
- My colleagues, Mr. Nyambi L.Y, Ms. Mkabela S.N and Ms. Mahlalela T.G, for their unwavering support.
- My parents, Norah and Jama (late), for having provided me with a solid education foundation to build upon and their constant encouragement throughout this study.
- The Circuit Manager for Nkomazi West Circuit, Ms. Mubi S.L, for granting permission to conduct this study in her circuit.
- Special words of gratitude to the participants in this study for their sacrifices, willingness to provide invaluable data that made this a big success.

DEDICATION

I dedicate this dissertation to my late father, Jama Simon Lumphoko, my beloved mother, Norah Nyakwabe Sambo, and my children, Venitta and Charmaine. It has been through their understanding and encouragement that I have been able to succeed in my educational endeavours.

ABSTRACT

School Governing Bodies (SGBs) function across South Africa as governance structures aimed at improving effectiveness of the schools. The appointment of SGB's and their establishment to improve school governance is not only unique to South Africa but is a trend in all democratically elected countries such as the United States, Britain, Australia and Brazil. The purpose of this study was to explore the leadership role of the School Governing Bodies in selected South African secondary schools. The study was underpinned by four leadership theories namely, the contingency theory, participative theory, transformational theory and the instructional leadership theory. An empirical investigation was informed by the literature review. The qualitative study was guided by an interpretive paradigm. Purposive sampling was used to select four secondary schools in Nkomazi West Circuit, Ehlanzeni District, Mpumalanga. A total number of four SGB's from each school and the school principals participated in this study. Observations of SGB meetings, individual interviews with the principals of the participating schools and focus group interviews with SGB members were used to collect data, which were analysed using a qualitative approach. The findings revealed that SGB's in the four participating schools did not experience major challenges in executing their roles because they had a clear understanding of their responsibilities. However, lack of adequate training with regard to financial management was a challenge. Further findings indicated that all SGB members had received training on various aspects of school management before they commenced with their duties. Most training workshops were conducted in English and although this was not an obstacle to study participants, it was a challenge SGBs. It is therefore recommended that adequate financial management workshops be conducted and that further workshops be organised by principals at school level to address SGB members' specific needs.

Key terms: leadership; role; responsibilities; effective governance; School; Governing; Bodies; Nkomazi west; Ehlanzeni district; Mpumalanga.

LIST OF ACRONYMS

ANA	Annual National Assessmet
ANC	African National Congress
CEPD	Centre for Education, Policy and Development
DBE	Department of Basic Education
DES	Department of Education and Science
DoE	Department of Education
GIL	Good Instruction Leadership
HOD	Head of Department
LMS	Local Management of School
LPC	Least and Preference Co-workers
MEC	Members of the Executive Council
NAESP	National Association of Elementary School Principals
PTA	Parent - Teacher Association
PTSA	Parent Teacher Student Association
RSA	Republic of South Africa
SASA	South African School Act
SDP	School Development Plan
SGB	School Governing Body
SGE	School Guideline for Election
SIP	School Improvement Plan
SMS	Short Message Service
SMT	School Mansgement Team
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education Scientific and Cultural organisation

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENTS	ii
DEDICATION.....	iii
ABSTRACT.....	iv
LIST OF ACRONYMS	v

CHAPTER ONE

BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	3
1.2.1 The roles of SGB's in South African schools.....	6
1.3 THE RESEARCH PROBLEM STATEMENT	6
1.4 AIMS AND OBJECTIVES OF THE STUDY	7
1.5 RESEARCH METHODOLOGY OF THE STUDY	7
1.5.1 Literature Review	8
1.5.2 Empirical inquiry.....	8
1.5.2.1 Selection of schools and participants	9
1.5.2.2 Data gathering.....	9
1.5.2.3 Data analysis.....	9
1.5.2.4 Ethical considerations.....	10
1.5.2.5 Limitations of the study.....	11
1.6 PLANNING OF THE STUDY	11
1.7 DEFINITION OF KEY CONCEPTS	12
1.7.1 Parental involvement	12
1.7.2 Parent	12
1.7.3 School Governing Body (SGB)	13
1.7.4 Effectiveness	13
1.7.5 Principal	13
1.8 SUMMARY	13

CHAPTER TWO

THE THEORETICAL FRAMEWORK UNDERPINNING THE RESEARCH STUDY

2.1	INTRODUCTION	15
2.2	AN EXPOSITION OF LEADERSHIP CONCEPT	15
2.3	A PERSPECTIVE ON LEADERSHIP THEORY	16
2.3.1	Distinction between management and leadership	18
2.4	DIFFERENT TYPES OF LEADERSHIP THEORY	21
2.4.1	Contingency leadership theory	21
2.4.1.1	Critique of contingency leadership theory	25
2.4.2	Transformational leadership theory	26
2.4.2.1	Components of transformational leadership theory	27
2.4.2.2	Critique of transformational leadership theory.....	29
2.4.3	Participative leadership.....	31
2.4.3.1	Critique of participative leadership theory	35
2.4.4	Instructional leadership theory	36
2.4.4.1	Critique of instructional leadership theory	41
2.5	SUMMARY	44

CHAPTER THREE

SCHOOL GOVERNANCE IN SOUTH AFRICA

3.1	INTRODUCTION	47
3.2	THE SCHOOL GOVERNANCE SYSTEM PRIOR TO 1994.....	47
3.3	SCHOOL GOVERNANCE IN SOUTH AFRICA	49
3.3.1	The South African education system after 1994	50
3.3.2	The composition of the school governing body	51
3.3.3	The school governance system after 1994	53
3.4	THE ROLE OF SCHOOL GOVERNING BODIES IN SOUTH AFRICA.....	56
3.4.1	Development of school policies	58
3.4.2	Financial management	60

3.5	BARRIERS EXPERIENCED BY SGB's IN EXECUTING THEIR FUNCTIONS.....	62
3.5.1	Clarity with regards to roles and responsibilities.....	63
3.5.2	School Governing Bodies' lack of capacity	65
3.5.3	Challenges in handling of staff appointments.....	65
3.5.4	Challenges in administering school finances.....	66
3.6	ADDRESSING SCHOOL GOVERNING BODIES' BARRIERS	67
3.6.1	Clarity with regards to roles and responsibilities.....	67
3.6.2	Capacity building of SGBs.....	69
3.6.3	Strategies in administering school finances.....	70
3.7	SUMMARY	72

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1	INTRODUCTION	73
4.2	RESEARCH METHODOLOGY	74
4.3	THE ROLE OF THE RESEARCHER.....	76
4.4	RESEARCH DESIGN.....	77
4.5	POPULATION AND SAMPLE	79
4.5.1	Target population	79
4.5.2	Research sample.....	80
4.6	DATA COLLECTON INSTRUMENTS	82
4.6.1	Phase one of data collection	82
4.6.2	Phase two of data collection	86
4.7	DATA ANALYSIS.....	88
4.8	RELIABILITY AND VALIDITY	91
4.8.1	Confirmability	92
4.8.2	Transferability	93
4.9	LIMITATION OF THE STUDY	93
4.10	ETHICAL CONSIDERATIONS	93
4.11	SUMMARY	95

CHAPTER FIVE
PRESENTATION AND DISCUSSION OF FINDINGS

5.1	INTRODUCTION	96
5.2	DESCRIPTION OF SELECTED SCHOOLS	96
5.2.1	School A	96
5.2.2	School B	98
5.2.3	School C	99
5.2.5	School D	101
5.3	RESEARCH FINDINGS.....	103
5.3.1	Findings from observation of SGB meetings.....	103
5.3.1.1	Observation of SGB meeting: School A.....	103
5.3.1.2	Observation of SGB meeting: School B.....	105
5.3.1.3	Observation of SGB meeting: School C.....	108
5.3.1.4	Observation of SGB meeting: School D.....	110
5.3.2	Summary of the findings of the observations of SGB meetings	112
5.4	FINDINGS FROM DOCUMENT ANALYSIS.....	113
5.4.1	The vision and mission statement: School A	113
5.4.1.2	The school policy: School A	114
5.4.1.3	The agenda and minutes: School A.....	115
5.4.1.4	The SGB constitution: School A	116
5.4.2	The vision and mission statement: School B	116
5.4.2.1	The school policy: School B	117
5.4.2.2	The SGB agenda and minutes: School B.....	118
5.4.2.3	The SGB constitution: School B	118
5.4.3	The vision and mission statement: School C	118
5.4.3.1	The school policy: School C	119
5.4.3.2	The SGB agenda and minutes: School C.....	120
5.4.3.3	The SGB constitution: School C.....	120
5.4.4	The vision and mission statement: School D	121
5.4.4.1	The school policy: School D	122
5.4.4.2	The SGB agenda and minutes: School D.....	122
5.4.4.3	The SGB constitution: School D.....	123

5.5	SUMMARY OF THE RESEARCH FINDINGS FROM DOCUMENT ANALYSIS	123
5.6	FINDINGS FROM INDIVIDUAL INTERVIEWS WITH PRINCIPALS	124
5.6.1	Biographical information of school principals.....	124
5.6.2	Understanding roles and responsibilities of SGB'S.....	125
5.6.3	Benefits of sharing school governance with the SGB's	127
5.6.4	Handling of school finances	129
5.6.5	Challenges in functionality of SGB's.....	132
5.6.6	Financial training/capacity of SGB's	135
5.6.7	Summary of the research findings from interviews with principals.....	138
5.7	FINDINGS FROM FOCUS GROUP INTERVIEWS WITH SGB MEMBERS.....	138
5.7.1	Biographical information of SGB members.....	138
5.7.2	Understanding roles and responsibilities of SGB's	140
5.7.3	Handling of school finances	142
5.7.4	Challenges experienced by the SGB.....	147
5.8	SUMMARY	149

CHAPTER SIX

MAJOR FINDINGS OF THE STUDY, RECOMMENDATIONS AND CONCLUSIONS

6.1	INTRODUCTION	150
6.2	SUMMARY OF THE RESEARCH FINDINGS	151
6.2.1	Summary of findings from literature study	151
6.2.2	Summary of findings from the empirical investigation	154
6.2.2.1	Findings from observations.....	154
6.2.2.2	Findings from observations of SBG meetings	155
6.2.2.3	Findings from interviews with principals	156
6.2.2.4	Findings from interviews with focus groups	158
6.2.2.5	Findings from document analysis	158
6.3	RESEARCHERS' REFLECTIONS.....	160

6.4	CONTRIBUTION OF RESEARCH	160
6.4.1	Contribution to participants.....	160
6.4.2	Contribution to research.....	160
6.4.3	Contribution to theory	161
6.5	RECOMMENDATIONS FOR THE IMPROVEMENT OF PRACTICE	161
6.6	RECOMMENDATIONS FOR FUTURE RESEARCH	162
6.7	LIMITATIONS OF THE STUDY	162
6.8	SUMMARY	163
 BIBLIOGRAPHY		165
 APPENDIX A: PROOF OF REGISTRATION		182
APPENDIX B: INTERVIEW GUIDE FOR SGB MEMBERS (PRINCIPALS, PARENTS, TEACHERS AND NON-TEACHING STAFF)		183
APPENDIX C: OBSERVATION GRID.....		185
APPENDIX D: PERMISSION LETTER TO MPUMALANGA DEPARTMENT OF EDUCATION		186
APPENDIX E: PERMISSION LETTER TO THE CIRCUIT MANAGER.....		188
APPENDIX F: PERMISSION LETTER TO PRINCIPAL OF SCHOOL.....		190
APPENDIX G: CONSENT LETTER TO TEACHERS		189
APPENDIX H: CONSENT LETTER TO PARENTS		192
APPENDIX I: CONSENT LETTER TO NON-TEACHING STAFF		195
APPENDIX J: CONSENT LETTER TO PRINCIPALS.....		198
APPENDIX K: CONFIRMATION OF EDITING		204
APPENDIX L: TURNITIN REPORT		206
APPENDIX M: ETHICAL CLEARANCE CERTIFICATE		206

LIST OF TABLES

Table 1.1: Composition of Governing Bodies by type and grading of school	5
Table 2.1: Comparison of management and leadership differences in the workplace	20
Table 2.2: Co-worker scale (Fiedler, 1967)	23
Table 5.1: Observation of SGB meeting: School A	103
Table 5.2: Observation of SGB meeting: School B	105
Table 5.3: Observation of SGB meeting: School C	108
Table 5.4: Observation of SGB meeting: School D	110
Table 5.5: Biographic profile of the principals.....	124
Table 5.6: Emerging themes from interviews with the principals.....	125
Table 5.7: Biographic Profile of the SGB members.....	139

LIST OF FIGURES

Figure 2.1: provides a summary of the contingency leadership theory.	24
Figure 2.3: A Summary of transformational leadership theory	29
Figure 2.4: A summary of participative leadership theory	34
Figure 2.5: Instructional leadership model	41
Figure 3.1: The SGB composition.....	52

CHAPTER ONE

BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION

Educational reform in South African schooling was enacted through a series of legislation after 1994, including the South African Schools Act (SASA), 84 OF 1996 (DoE, 1996). It is mandated by SASA that every public school should establish a School Governing Body (SGB) consisting of parents, educators, non-teaching staff, learners (in the case of secondary schools), co-opted members of the community and the principal as an ex-officio member. Through this Act, the new government accommodated the participation of the school community in decision-making affecting the education of their children (Dladla, 2013: 24). This participatory leadership style is in line with the Constitution of South Africa which promotes democracy. This practice is based on the notion that the communities know the needs of the school, and are as such best positioned to resolve these challenges (Calitz, Fuglestad & Lillejord, 2002).

Governance in public schools is placed in the hands of parents and the principal of the school as stipulated in the 1996 SASA, Act (SGB section 16/1). However, the idea that parental involvement in the school governance entails that the parents be in the majority on the SGB, and that they chair the SGB raises concerns in schools. This is irrespective of the school's socio-economic status (e.g., affluent or poor schools) or geographic location (e.g., rural or urban). These challenges are identified both in developed as well as in developing countries. According to international research, Daun (2007) claims that principals in affluent schools are often intimidated by SGB members who tend to be better educated. These highly educated members of SGBs appear to take over the running of the schools and dictate the terms to the principals. However, in developing countries with high illiteracy especially in low economic environments such as township and rural schools, most principals in such environments complain of lack of effective SGBs (Dladla, 2013:1). Furthermore, parents in these areas appear ill-prepared for the SGBs responsibilities (DoE, 2004:42). According to Mbatsane (2016), the majority of the SGBs who participated in his study were unable to engage with the reports or understand the financial reports provided by the school principals. Despite the challenges faced by the principals in low socio economic schools, Van Loggerenberg (2017) is still of the opinion that parental involvement in schools is of importance to ensure the educational success of children. According

to Section (20) (1) of SASA (RSA, 1996), school governing bodies are endowed with the decision-making authority to determine the policies and rules by which schools are organised and controlled. SASA (1996) enabled parent body to elect a group of parents who would represent them as members of the SGB.

My observations as a school principal are that members of the SGB hold certain expectations with regard to their roles and responsibilities when serving on this governance structure. These expectations may influence the way in which the school is managed and the nature and type of education to which a particular school community aspires. Consequently, it has a tremendous influence on the relationship between the SGB, the principal and other the staff members within a particular school. My interaction with other principals with regard to parental involvement in the education of their children, coupled with my experience as a principal, has motivated me to undertake this study. It appears as though principals have expectations and experiences with parental involvement which are vast and varied. Although many experiences with parents are positive, principals also encounter challenges in their interactions with the members of the SGB's. Most principals often find it hard to relinquish or share power and authority with members of the SGB's, many of whom are illiterate. Some principals attempt to democratise school governance by inviting the SGB to participate in the decision-making processes of the school (Brijraj, 2004).

In South Africa, the concept of the SGB came with the advent of democracy after the 1994 general elections. Previously, schools were governed by the School Boards or by School Committees (Mbatsane, 2006). These committees were mainly expected foremost to serve the interests of the government above those of the communities they represented. Thus, the agenda of the government for that particular community was implemented by the committee of the school. It was not concerned with, nor did it represent the interests of the school community (Mbatsane, 2006). This resulted in unpopularity of school committees among the general members of the community as they were government agents rather than community representatives (Mbatsane, 2006). School Committees were frowned upon as legitimising the apartheid system and were therefore, not beneficial to the school and the communities they represented (Mbatsane, 2006:1).

After the 1994 democratic elections, the debate around the democratisation of education emerged and the South African Schools Act No.84 of 1996 (SASA) was promulgated. This democratisation of education meant the involvement of relevant stakeholders in the community in governance unlike in the past (Mbatsane, 2006). The philosophy behind the democratisation of education was that, in a democratic South Africa, education should be driven by the people to address equity and redress the imbalances of the past. SASA, which promulgated the establishment of SGBs, was used as a tool to democratise South African Education (Mbatsane, 2006).

The idea of introducing SGBs in South Africa after 1994 was the actualisation of the idea of community involvement (Bush & Heystek, 2003). Literature reveals that the democratisation of school governance is viewed differently by different authors and this resulted in the emergence of a number of concepts such as decentralisation, collaboration and community involvement. In addition, Brown and Duku (2008) view the introduction of SGB's as an opportunity for South African parents to participate in school governance. Furthermore, Motimele (2005) notes that in the past, school governance in South Africa was characterised by a top-down approach in which parents, educators, communities and learners were not involved in making vital decisions in schools. Principals and inspectors were responsible for making decisions with regard to school governance (Motimele, 2005).

1.2 BACKGROUND TO THE STUDY

The previous South African government created unbalanced conditions in all spheres of life including education (Thekiso, 2014:01). The education system promoted racial, cultural, economic, and political and gender inequalities. Chaka (2009:08) claims that the governance and administration of education during apartheid was characterised by racial and ethnic fragmentation. There were nineteen education departments, one for each of the different racial and ethnic groups identified by the apartheid government (Thekiso, 2013:30). The 1994 democratic elections resulted in education reforms including governance of the schools. As a result, SGBs were instituted to work collaboratively with the principals to ensure the smooth running of the schools. Through the establishment of the SGBs it was hoped that communities would 'own' these schools and contribute to quality education.

This study therefore investigated the functioning of the SGBs to determine if they accomplish their roles and responsibilities in selected secondary schools. Prior to 1994 schools had School Committees; however, members were not consulted in the drawing up of school policies. The manner in which the education system operated during the apartheid regime is not the focus of this study. The main focus is on which current strategies can be put in place to ensure that the SGB's in secondary schools perform effectively.

According to the Mpumalanga Department of Education Provincial Guideline for School Governing Body election (Mpumalanga Department of Education, 2012:6), the SGBs are composed of elected members: learners at the school (Grade 8 and higher), educators, non-teaching staff, parents of learners; the principal, an ex-officio member, by virtue of his/her official capacity and co-opted members. The number of parent members, educator members, non-educator members and learner members who will sit on the SGB body shall be determined by the number of learners enrolled and whether it is a primary, secondary and combined school. This is set out in form SGE 16 (Composition of Governing Bodies by type and grading of school) as indicated in Table 1.1.

Table 1.1: Composition of Governing Bodies by type and grading of school

Type of schools	Grading of schools	Number of learners enrolled	Principal	Number of Educator members	Number of Non-Educator members	Number of learners members	Number of parent members	Total Number of members
Primary ordinary schools	P1	<80	1	1	1	0	4	7
	P2	80-159	1	1	1	0	4	7
	P3	160-719	1	2	1	0	5	9
	P4	720+	1	3	1	0	6	11
Secondary ordinary schools	S3	<630	1	2	1	2	7	13
	S4	630+	1	3	1	3	9	17
Combined Schools	S3	<500	1	2	1	2	7	13
	S4	500+	1	3	1	3	9	17

1.2.1 The roles of SGBs in South African schools

The South African School Act clearly states the following functions of the SGBs, which include, among others, to:

- promote the best interest of the school and strive to ensure its development through the provision of quality education for learners;
- adopt a code of conduct for learners;
- support the principal, educators and non-academic staff of the school in the performance of their professional functions;
- determine both the language policy of the school and school fees; and
- recommend the appointment of teachers and non-teaching staff.

1.3 THE RESEARCH PROBLEM STATEMENT

This study seeks to investigate the challenges faced by SGBs' in their job performance with regard to their roles and responsibilities. This is after I realised that most SGBs' especially those located in rural and township schools appear to be less effective compared to their counterparts in affluent communities. This is mainly because most of them are not well educated as a result it becomes important to investigate the challenges they face with the aim of improving their performance given the important role they play in the smooth running of schools.

Against this background the main research question for this study is formulated as follows:

How effective are School Governing Bodies in executing their leadership roles in secondary schools in Nkomazi West Circuit of Ehlanzeni District, Mpumalanga?

The main research question is addressed according to the following sub-questions:

- Under what conditions do school governing bodies operate in selected secondary schools?

- To what extent are the practices at selected secondary in line with the leadership policies?
- Why has effective school governance not been implemented in selected secondary schools as fast as was forecasted?
- What contingency factors explain the leadership role of school governing body members in relation to school governance?
- What is the missing ingredient in the promotion of the leadership role of the school governing body in selected secondary schools?

1.4 AIMS AND OBJECTIVES OF THE STUDY

In the light of the above research problems, the aim and objectives of the study are as follows:

- To examine the conditions under which the School Governing Bodies operate in selected secondary schools
- To evaluate the extent the practices at selected secondary if they are in line with the leadership policies
- To investigate the challenges which hinder effective school governance not to be implemented in selected secondary schools as fast as was forecasted
- To identify factors that explain the leadership role of school governing body members in relation to school governance
- To identify the missing ingredient in the promotion of the leadership role of the school governing body in selected secondary schools

1.5 RESEARCH METHODOLOGY OF THE STUDY

The research design for this study consists of two parts, the literature review and empirical investigation. A synopsis of the research design will be given in this section; a detailed account of the research design will be provided in Chapter 4.

1.5.1 Literature review

Efforts to develop SGB leadership competencies require an extensive literature review for an understanding of their leadership roles. The theoretical underpinnings of the current study call for a thorough literature review using a desk search. A thorough study was conducted in order to clarify relevant concepts, provide a theoretical framework for the research study and to review the literature on various aspects of leadership (viz., school leadership, school effectiveness studies, conceptualising school leadership, leadership and management, educational leadership models, instructional leadership models, barriers to providing leadership, the SGB and managing the instructional programme). A wide variety of sources, for example, books, documents, journal articles and internet resources were utilised to gain insight into the relevant concepts, previous investigations into the research topic, as well as important theories and perspectives of school leadership.

1.5.2 Empirical inquiry

This study focused on a case study approach. According to Christensen and Johnson (2008:49) a case study can be defined as “the in-depth study of one or more instances of a phenomenon in its real-life contexts that reflects the perspective of the participants involved in the phenomenon”. An empirical study, based on a qualitative approach was utilised, with the purpose of indicating the leadership role of SGB. McMillan and Schumacher (2010:321) assert that “qualitative” research is an enquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings. Most qualitative research describes and analyses people’s individual and collective social actions, beliefs, thoughts and perceptions. Qualitative methods utilised in this research include individual interviews with principals and focus group interviews conducted with parents, teachers and non-teaching staff of the participating schools. Observations of SGBs meetings were conducted. Various documents such as the school vision and mission statement, the agenda and minutes of SGB meetings, school policy and constitution of the SGB's were analysed.

1.5.2.1 Selection of schools and participants

The study was conducted in the Nkomazi West Circuit of the Ehlanzeni Education district of Mpumalanga, South Africa. Four secondary schools situated in Nkomazi West Circuit were purposefully selected. The sample consisted of four principals, four teachers, four non-teaching staff and eight parents. The criteria for selection of schools were geographical location and overall academic performance.

1.5.2.2 Data gathering

This study was conducted in three phases: document analysis, interviews and observations.

Phase 1 consisted of document analysis which included the scrutiny of the following documents from each school: the minutes of SGB meetings and the vision and mission statement, school policy and constitution of the SGBs. Document analysis was conducted to find out the steps and strategies taken by various schools to improve learners' academic performance. Observation was conducted on site in all five schools to observe how meetings were managed and how the SGB goes about every day and governance activities.

Phase 2 consisted of individual interviews with principals to explore their beliefs, thoughts and perceptions on their role as leaders in collaboration with the SGBs at their respective schools. Phase 3 consisted of focus group interviews conducted with the SGB to determine level of involvement in providing leadership support to the principal in his/her role as instructional leader.

1.5.2.3 Data analysis

The data analysis plan in qualitative studies is fluid, depending on the type and method of data collection. In this study a qualitative approach was used to analyse and present findings. Participant responses regarding the leadership role of SGB's and skills as well as factors that hinder effectiveness were discussed and analysed from the point of view of participants. The constant comparison methodological tool for data analysis was used in order to generate theory by using explicit coding and analytic procedures. Constant comparison also compares data

across a range of situations, times, groups of people and methods (Cohen et al., 2011:493). Data analysis was conducted in two phases: first phase, interviews and observation and second phase, document analysis.

1.5.2.4 Ethical considerations

The following actions were taken to ensure that ethical requirements were realised in this study. The University of South Africa Research Ethics Committee granted approval for the research (cf. Annexure B). Thereafter, permission to conduct the research in schools was granted by the Mpumalanga Provincial Department of Education (cf. Annexure C). A letter was written to the circuit manager to ask for permission to conduct an interview (a study) in the circuit (Annexure D). Another letter was written to the principals to ask permission to conduct a study in their schools (Annexure E). I explained to the participants the purpose of the study, reasons of choosing them and their liberty to express themselves in whatever way they felt comfortable. Before interviews commenced, they were requested to sign the informed consent form (cf. Annexure F). Procedures were documented for checking and rechecking of the data to ensure credibility.

The following ethical issues were taken into consideration: protection from harm, informed consent, right to privacy and honesty with professional colleagues. I explained to participants that they would be protected from physical or psychological harm by assuring them that their identity was protected by not divulging their names instead codes would be used. Informed consent forms were given to participants to complete that described the nature of the research project and their participation. Leedy and Ormrod (2012:101) state that the consent forms should contain the following information:

- A brief description of the nature of the study;
- A description of what participation will be involved in terms of activities and duration;
- A statement indicating that participation is voluntary and can be terminated at any time without penalty;
- A list of any potential risk and/or discomfort that participants may encounter;
- The guarantee that all responses will remain confidential and anonymous;
- The researcher's name, plus information about how the researcher can be contacted;
- An individual or office that participants can contact, should they have questions or

- concerns about the study;
- An offer to provide detailed information about the study (e.g. a summary of findings) upon its completion; and
- A place for the participant to sign and date the letter, indicating agreement to participate (when children asked to participate, their parents must read and sign the letter).

Participants were also informed that they could withdraw from the study at any time without penalty withdrawal. They were further informed that participation was voluntary and that there were no monetary gains for participation. As a result, only those who were willing to participate in the study did so.

I reported participants' findings in a complete and honest fashion without misrepresenting what the participants do or intentionally misleading others about the nature of the findings and lastly I did not fabricate data to support a particular preconceived conclusion.

1.5.2.5 Limitations of the study

This study was limited to four public schools and their SGBs located in Ehlanzeni District in Nkomazi West Circuit so the results cannot be generalised to all schools and SGBs in the circuit. Another limitation in this study relates to participants' responses that might be affected by their immediate circumstances and viewpoints at the time of data collection. However, this is a common limitation in all case studies. The study was also limited in scope, resources, time and feasibility due to the resources available to me.

1.6 PLANNING OF THE STUDY

The study is divided into six chapters:

In **Chapter 1** the background to the study is presented including the problem statement, aim and objectives of the research study and the research methodology to be followed.

Chapter 2 presents the theoretical framework that underpins the study.

Chapter 3 presents the literature that discusses the roles of the SGBs in schools.

Chapter 4 provides in detail the methodology and research design. A rationale for the choice of a qualitative method used is included. Data collection and analysis strategies are also dealt with in this chapter.

Chapter 5 presents findings of the qualitative study concerning the roles of the SGBs in Nkomazi West Circuit Schools.

Chapter 6 presents a summary of findings of the investigation, recommendations arising from the investigation and conclusion.

1.7 DEFINITION OF KEY CONCEPTS

1.7.1 Parental involvement

Parental involvement in their children's education is a shared responsibility, in which the school and other community agencies and organisations are committed to becoming involved in meaningful ways, and parents are committed to actively supporting their children's learning and development (Ngwenya, 2010:17).

1.7.2 Parent

According to Browner and Gordon (2009:161), the concept "parent" has been expanded to include not only those individuals who are raising biological children, but also those who are raising their family members. In terms of the South African School Act No. 84 of 1996, the word "parent" can be defined as the biological or adoptive parent or legal guardian of a learner; the person legally entitled to custody of a learner; or the person who undertakes to fulfil the obligations of a parent with regard to the learner's education at school.

1.7.3 School Governing Body (SGB)

Mothata, Lemmer, Mda and Pretorious (2000:152) define the SGB as “a democratically elected body charged with the governing of public schools that is regarded as the mouthpiece of parents of the learners, educators and learners of the school on all matters apart from the administration and the professional management of the school”.

1.7.4 Effectiveness

The degree to which something is successful in producing a desired result, success: “the effectiveness of the treatment” (Dictionary com., 2011). In this study effectiveness relates to getting the right things done.

1.7.5 Principal

The Longman Dictionary of Contemporary English (2014) defines the principal as someone who is in charge of a school, college and universities. In this study, the principal is referred to as an educator acting or appointed as head of the school and is responsible for the overall functioning of the school, including that of the school governing body of his school (The South African Schools Act No. 84 of 1996).

1.8 SUMMARY

This study investigates the leadership role of SGBs in selected rural secondary schools. In this chapter a brief background of the establishment of SGBs and their composition and functions in South Africa was discussed to show that the education developments in South Africa follows international trends. This was followed by a statement of the main research questions, sub questions and aims. Also discussed was the research design utilised including sampling, data collection, data analysis and ethical considerations. This chapter concluded with a definition of terms as well as the organisation of the thesis.

In the next chapter the first objective of the study will be addressed by doing a literature review on the key concept of school leadership, the leadership role of the SGBs and meaning of leadership as well as related theories and models.

CHAPTER TWO

THE THEORETICAL FRAMEWORK UNDERPINNING THE RESEARCH STUDY

2.1 INTRODUCTION

In this chapter the leadership theories which underpin this study are discussed: the theories of Hallinger, Weber and Fiedler. Specifically, I investigate how leadership theory is defined and understood by these different authors. Lastly, I discuss how leadership theory is critiqued and its relevance to this study.

2.2 AN EXPOSITION OF LEADERSHIP CONCEPT

There is a wide and ever growing variety of theories to explain the concept and practice of leadership. I will provide a brief overview of the more dominant practice of leadership. Leadership is a process that involves influencing a group of people towards realisation of certain goals (Jezper, 2016:1). Gagnon (2012:48) claims that leadership is widely debated, researched and discussed in the literature, yet its meaning remains elusive. He asserts that leadership has been examined in terms of leadership traits, behaviours, the situations leaders face, their values and the context in which leadership occurs. Jezper (2016) identifies three aspects of leadership that should be emphasised. First, leadership is a social process which requires both a leader and followers. Second, leadership elicits voluntary action on the part of followers. The voluntary nature of compliance separates leadership from other types of influence based on formal authority. Finally, leadership results in followers' behaviour that is purposeful and goal-directed in some sort of organised settings.

Chakrabarti (2014) defines leadership as the projection of personality, which is a combination of persuasion, compulsion and example that makes other people willing to do what the leader wants them to do. Bolden (2004:5) concurs that leadership is a complex phenomenon that touches on many other important organisational, social and personal processes. It depends on a process of influence, whereby people are inspired to work towards group goals, not through coercion, but through personal motivation. Accordingly, Diane (2010:1) refers to the property of leadership as "the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence." Leadership may often be presented as involving a group

or numerous groups. However, should the concept of leadership only apply to groups of people or employees, or could leadership also be possible at the individual level? After years of researching military, sports, and corporate leadership. Daane (2010:1) re-defines leadership as the ability to inspire, motivate, and give direction to groups and individuals to pursue a common purpose. In this context, leadership is applicable at many levels and effective leadership can be applied in all facets of life ranging from management to individual coaching, from parenthood to interpersonal relationships.

Some schools have better leadership than others, for example, in affluent communities professionals are members of the SGBs and are able to influence parents because of the leadership skills they possess. They are able to motivate, inspire, give direction and convince parents to play an important role in the education of their children since they are professionals themselves with different skills (Cherry, 2018:1). They are able to work effectively with the principal to bring about improvement in schools. In conclusion, leadership is more than theory, methodology, concept and application. To approach leadership with a human focus, one must first carefully examine what it means to be a leader. The study and exploration of the numerous definitions of leadership are critical since the very concept of leadership is complex.

2.3 A PERSPECTIVE ON LEADERSHIP THEORY

The scientific study of leadership began with a focus on the traits of effective leaders. The basic premise behind trait theory was that effective leaders are born, not made, thus the name sometimes applied to early versions of the 'great man' theory. Many leadership studies based on this theoretical framework were conducted in the 1930s, 1940s and 1950s (Leadership Theories and Studies, 2010:1).

The great man theory assumes that the traits of leadership are intrinsic which implies that great leaders are born with leadership capabilities, not made. This theory views great leaders as those who are destined by birth to become leaders. Furthermore, it is based on the belief that great leaders will rise when confronted with the appropriate situation. This theory was popularised by Thomas Carlyle, a writer and a teacher (David, 2016).

The trait leadership theory assumes that certain qualities such as intelligence, a sense of responsibility, creativity and other values put anyone in the shoes of a good leader. In fact, Gordon Allport, an American psychologist, identified almost 18 000 English personality-relevant terms (Matthews, Deary & Whiteman, 2003). The trait theory of leadership focuses on analysing the mental, physical and social characteristics in order to gain an in depth understanding of the characteristic or a combination of characteristics that are common among leaders. Daane (2010) claims that leadership has proven to play a tremendous role in determining whether the business or employees experience success or failure. Although leadership may be thought of as a basic human quality, it is also quite complex. Effective leaders may vary from one another in their backgrounds, educational qualifications, personalities, leadership styles, and numerous other characteristics, making it difficult to identify the source of their success. Amachukwu, Stanley and Ololube (2015:10) contend that despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organisational goals. Furthermore, Kotter (2001) argues that an effective leader must be able to critically evaluate each situation and apply components of the many different leadership systems to successfully guide and motivate a group. Leadership, is also about having a vision, mobilising, inspiring, motivating, and giving direction to people.

Effective leadership involves self-awareness and such leaders tend to have a clear understanding of how their own personal behaviours, both verbal and non-verbal, influence the people around them. According to Rohn (2004:1), “the challenge of leadership is to be strong, without being rude, being...kind, but not weak... bold, but not bully...thoughtful, but not lazy...humble, but not timid, proud, but not arrogant...have humor without folly.” Mortimer (2016) regards leadership as a fundamental component of the human condition; social and economic progress has only been possible due to effective leadership, which at times requires the unquestioned dismissal of alternative voices. In many organisations, the terms management and leadership are used interchangeable, suggesting that leadership falls under the purview of management. Some distinguish between the two by asserting that leadership is ‘good’ management. Sometimes the two are differentiated by defining management as dealing with tasks, and leadership as dealing with people (Dupree, 2004).

Gagnon (2012:48) introduced five distinct perspectives of leadership that he believes managers use to understand and practise leadership. According to Gagnon (2012:49), one's perception of leadership can be categorised in terms of scientific management, excellence management, values leadership, trust/cultural leadership, or spiritual (whole soul) leadership. These perspectives are considered to be paradigmatic in scope and, as such, shape the manager's practice of leadership in terms of how leadership is defined, the tools and behaviors used on the job, and the approaches taken toward followers. Initially referred to by Gagnon (2012:49) as the virtual leadership realities model, these perspectives were later more fully developed, operationalised, and tested by Fairholm (2004a, 2004b). This resulted in the emergence of the Leadership Perspectives Model (LPM). The LPM defines how leadership may be perceived by managers who are called upon to be leaders and places these perceptions into an overarching framework. It also prescribes the underlying philosophy, tools, behaviors, and approaches that are necessary to be effective within each perspective (Gagnon, 2012:55).

Perspectival leadership theory acknowledges that individuals often have different understanding of leadership and will practise leadership based on these understandings. Fairholm (2004) contends that individuals hold leadership paradigms that influence the values, beliefs, traditional practices, methods, tools, attitudes and behaviours as well as leadership practice, law, theories, applications and work relationships in a team that individuals possess. Thus, the way one defines and practices leadership is shaped by his or her paradigm. Fairholm (2004) identifies five paradigms of leadership that individuals hold: leadership as scientific management, leadership as excellence management, values leadership, trust cultural leadership, and spiritual (whole-soul) leadership. Furthermore, Chapman (2016) points out that leadership relies most strongly on less tangible and less measurable things such as trust, aspiration, attitude, decision-making, and personal character. These are facets of humanity and are enabled mainly by the leaders' character especially their emotional reserves.

2.3.1 Distinction between management and leadership

It is important to distinguish between leadership and management, both of which are considered essential. The terms leadership and management are often used interchangeably, but they are both distinctive and complementary (Bargau, 2016:1) Organisations need strong leadership and management for optimal effectiveness. There is a need for leaders who are able

to challenge the status quo and to inspire and persuade organisation members. Managers are also needed to assist in developing and maintaining a smoothly functioning organisations.

If these managers do not see a distinction between management and leadership, or do not understand the distinction, the leadership role becomes unclear and potentially less effective.

Even when managers do distinguish management from leadership, their definition and understanding of leadership can vary greatly from one manager to another.

Hahn (2013) states that there should be distinction between leadership and management. Management involves planning, organising, staffing, directing, and controlling, and a manager is someone who performs these functions. A manager has formal authority by virtue of his or her position or office. Leadership, by contrast, primarily deals with influence. A manager may or may not be an effective leader. A leader's ability to influence others may be based on a variety of factors other than their formal authority or position. Leadership is centrally concerned with people and involves decisions and actions relating to other things. However, leadership requires a unique responsibility to a leader's followers whereas in management subordinates are told what to do by their managers (Hahn, 2013) Ricketts (2009) also delineates a clear difference between leadership and management, but proposes that individuals can successfully practise both simultaneously if they possess the right knowledge. However, while Kotter (2001) considers leadership and management to be complementary because they are equally necessary to achieve organisational aims, Ricketts (2009) focuses on the overlap of the traits between leadership and management. Leadership is a group process that utilises influence to attain goals, and management is an administrative means of supervising and directing, as such the two concepts can be viewed as two sides of the same coin (Ricketts, 2009). Concordantly, leaders often find themselves managing and managers are often compelled to lead, but success at one activity does not guarantee success at the other (Lunenburg, 2011; Ricketts, 2009).

The most important differences between leaders and managers are further encapsulated in table 2.1:

Table 2.1: Comparison of management and leadership differences in the workplace
(Kotterman, 2006).

Process	Management	Leadership
Vision Establishment	Plans and budgets Develops process steps and sets timelines Displays impersonal attitude about the vision and goals	Sets direction and develop the vision Develops strategic plans and achieve the vision Displays very passionate attitude about the vision and goals
Human Development and Networking	Organizes and staffs Maintains structure Delegate responsibility Delegates authority Implements the vision Establishes policy and procedures to implement	Align organization Communicates the vision, mission and direction Influences creation of coalitions, teams and partnerships that understand
	vision Displays low emotion Limits employee choices	and accept the vision Displays driven, high emotion Increases choices
Vision Execution	Controls processes Identifies problems Solves problems	Motivates and inspires Energizes employees to overcome barriers to
	Monitor results Takes low risk approach to problem solving	change Satisfies basic human needs Takes high risk approach to problem solving
Vision Outcome	Managers vision order and predictability Provides expected results consistently to leadership and other stakeholders	Promotes useful and dramatic changes, such as new products or approaches to improving labour relations

This section presented a perspective on leadership theory by different authors. Leadership as a concept or practice that plays an important role in an organisation was discussed. I have found that leadership plays an important role in organisations as does management. Without the two, organisations will not function effectively. Employees need someone to look up to

who can motivate them and make them realise their importance by sharing the vision of the organisation with them and trusting them to make the realisation of such a vision a reality.

In the section below I will discuss the different leadership theories which I selected.

2.4 DIFFERENT TYPES OF LEADERSHIP THEORY

There are different types of leadership theories which will be discussed in this section, the first of which is the contingency theory.

2.4.1 Contingency leadership theory

Contingency or situational theories of leadership propose that the organisational or work group context affects the extent to which a leader's traits and behaviours will be effective. Contingency theories gained prominence in the late 1960s and 1970s (Leadership Theories and Studies, 2010:1).

This theory was introduced by Fiedler in 1967 and it was the first theory to specify how situational factors interact with leaders' traits and behaviour to influence their effectiveness. The theory suggests that favourable conditions will determine the effectiveness of task- and person-oriented leader behaviour. According to Fiedler (1967), favourability is determined by (1) the respect and trust that followers have on their leader; (2) the extent to which subordinates' responsibilities can be structured and performance measured; and (3) the control the leaders have over their subordinates' rewards. The situation is most favourable when followers respect and trust their leaders, their tasks are highly structured, and their leaders have control over their rewards and punishments. Furthermore, Fiedler (1967) indicates that task-oriented leaders are more effective when the situation is either highly favourable or highly unfavourable; however, people-oriented leaders were more effective in the moderately favourable and unfavourable situation. According to Wyld (2010:01), "situational leadership brings attention to the role of the follower". This leadership is about being flexible and using the needed leadership style to nurture a given development level of a follower to be successful in a given working environment.

As of the Leadership Journal (2009:01), “the theory of situational leadership asserts that no one style of leadership pertains to all given workplace situations”. This means that the leadership style changes according to the followers’ knowledge and skills in a given task. Using a situational leadership model, a leader should be able to place less or more emphasis on the task, and more or less emphasis on the relationship with the people he is leading, depending on what is needed to get the job done successfully.

According to Chakrabarti (2014), contingency theory states that the effectiveness of leadership is an interplay of leader’s traits, behaviours and the organisational environment. Fiedler (1967) model assumes that performance of a group depends upon leadership style and favourableness of the situation. He further state that some leadership style works better in certain situations. For example, task-oriented leaders appeared to perform better in very favourable and very unfavourable situations. Fiedler (1967) believe that since a person’s natural leadership style is fixed and certain leadership style work better in certain situations, the most effective way of handling a changing situation is to change the leader. So Fiedler’s model does not allow for flexibility in leaders (Chakrabarti, 2014)

Contingency theory states that leaders’ effectiveness is contingent on how well the leaders’ style matches a specific setting or situation (Wolinski, 2010). On the other hand, Fiedler’s contingency theory states that effective leadership depends not only on the style of leading but on the control over a situation. There is a need to have good leader-member relations, tasks with clear goals and procedures, and the ability for the leader to mete out rewards and punishments. I therefore agree that it appears as though lacking these three in the right combination and context will result in leadership failure. Fiedler (1967) created the least of a preferred co-worker (LPC) scale, where a leader is asked what traits can be ascribed to the co-worker that the leader likes the least.

Table 2.2 below provides a co-worker scale of Fiedler (1967).

Table 2.2: Co-worker scale (Fiedler, 1967)

Uncooperative	1	2	3	4	5	6	7	8	Cooperative
Unfriendly	1	2	3	4	5	6	7	8	Friendly
Hostile	1	2	3	4	5	6	7	8	Supportive
Guarded	1	2	3	4	5	6	7	8	Open
	1	2	3	4	5	6	7	8

Table 2.2 above of the LPC scale was developed by an American scientist, Fred Fiedler (1967) to identify whether an individual's leadership style is relationship oriented or task oriented. It indicates that task-oriented leaders usually view their LPC more negatively, resulting in a lower score (1 – 3) and are called low LPC-leaders (Fiedler, 1967). These leaders are very effective in completing tasks and are quick to organise a group to get tasks and projects done. Relationship-building should be made a priority because employees need to feel valued and trusted to accomplish their tasks. Furthermore, Fiedler (1967) states that relationship-oriented leaders usually view their LPC more positively, giving them a higher score (6-7). They are high LPC leaders. High LPCs focus more on personal connections, and they are good at avoiding and managing conflicts. They are able to make complex decisions.

Fiedler's contingency theory emphasised the leaders' personality, or psychological disposition, as a main variable in their ability to lead. Fiedler (1967) argues that the group's reception of their leaders, the task involved, and the type of pressure that their leader exerts on them are the three principal factors that determine how successful the leader-led arrangement will be. Thus, the values from the least preferred co-worker (LPC) are added and then averaged to produce the score. A high LPC score, as can be seen from the example, exhibits a positive orientation towards human relations. The nature of the task is less important an issue; it may be compensated for with good human relations. When the environment is such that each group member is independent, tasks may not be all that well defined, and a leader must rely more on her or his personality to accomplish goals (Fiedler, 1996).

On the low LPC score (1-3), the participant relies on the nature of the task to drive leadership. The task has to be well defined or manageable, for it to be successfully completed (Fiedler,

1996). Situational leadership helps the team leaders to understand, connect, and support the team by recognizing team member's strengths, skills, and experience. It also allows leaders to choose how they want to develop specific team members based on individuals' developmental levels and their needs. This style can be combined with team-oriented leadership to increase leadership effectiveness. Anthony (2016) states that leaders adjust their leadership styles according to the needs of their followers. Situational leadership is both adaptable and flexible by appealing to the developmental level (maturity, skills, and experience) of each employee. If the developmental level of the employee is high, the leader delegates and maintains a low supportive relationship; if the developmental level is above average to high, the leader delegates and maintains a higher supportive relationship. If the developmental level is average and developing, the leader directs and provides low supportive behaviour; and finally, if the employee is new, learning and developing, the leader directs and provides higher supportive behaviour (Anthony, 2016).

Leaders with low LPC scoring (task-oriented) are effective, regardless of whether the factors are highly favourable or not. LPC scoring leaders are able to act in a more assertive manner whenever they are confronted by their colleagues. High LPC scores (relations-oriented) leaders are more effective only in favourable environments. Fiedler (1967) claimed that the LPC scores could be used to identify the appropriate leader for a particular situation. If a leader is able to control the tasks to be done, and have power, the leader can create a favourable leadership environment. Empirical research has supported many of the specific propositions of the theory, and it remains an important contribution in understanding of leadership effectiveness.

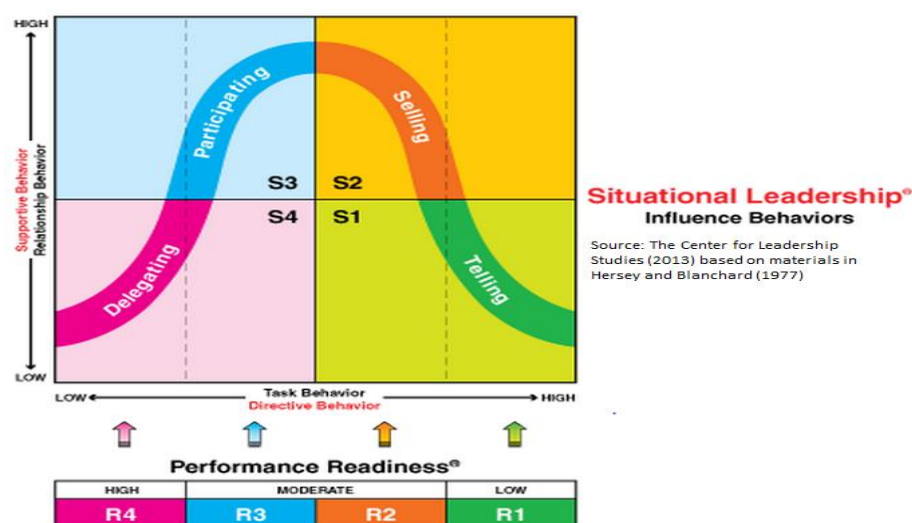


Figure 2.1: provides a summary of the contingency leadership theory.

2.4.1.1 Critique of contingency leadership theory

Although the contingency theory has several strengths, it has some weakness too. The main weakness of the contingency theory is its failure to provide an explanation on how leaders with certain leadership styles are effective in some situations but not others (Northouse, 2007: 118-120). Furthermore, Northouse (2007:119) critiques the contingency theory because its LPC validity scale does not correlate well with other standard leadership measures. Contingency theory also fails to adequately explain what should be done about matching a leader's style to the right situation in the workplace. Furthermore, Fiedler's (1967) contingency model has been criticised for its lack of flexibility (Mulder, 2013). Fiedler assumed a natural style of a leader as fixed given and as related to leaders' personality characteristics. He claims that a natural leadership style was the most effective and failed to recognise that leaders cannot always apply natural leadership styles in all situations. Leaders always need to identify the need of a particular situation and accordingly adjust their leadership style to get the best results (Martin, 2016).

According to Fiedler (1967), the LPC scale measures a person's leadership style by asking the person to characterise another person's behaviour. Because protection is involved in the measures, it is difficult for respondents to understand how their descriptions of another person on the scale reflect their own leadership style. It does not make sense, on the surface to measure your style through your evaluation of another person's style. Situations are not always easily changed to match the leader's styles. For example, if a leader's style does not match an unstructured low-power situation, it may be impossible to make the task more structured and increase the position power to fit the leader's style (Fiedler, 1967). Similarly, progression through management in organisation may mean that a leader moves into a new situation in which his/her leadership style does not fit. For example, managers with high LPC (relationship motivated) score might receive a promotion that moves them in a context that has a good leader member relationship, task structures and position power. This renders them ineffective according to contingency theory.

The preceding section will discuss another leadership theory which is transformational theory.

2.4.2 Transformational leadership theory

Transformational leadership theory has its roots in early 1978 (Burns, 1978). Burns is considered as the founder of modern leadership theory. Transformational leadership theory which looks for potential motives in followers, seeks to satisfy higher needs and engages the full person of the followers. Although this model of leadership was developed for political leaders without empirical evidence, it influenced other researchers to further conceptualise and make the model applicable to business and education. For example, Bass and Avolio (2006) and Leithwood (1994) developed the transformational leadership model for education, with a primary focus on school principals. However, transformational leadership is defined differently by different authors.

Saxe (2011) defines transformational leadership as leadership that “implies major changes in the form, nature, function and potential of some phenomenon. It specifies general ends to be pursued although it is largely mute with respect to means. Bass (1998) claims that transformational leaders are judged by their impact on followers in the areas of trust, admiration, and respect. Transformational leaders are able to inspire followers with their vision and personality to change expectations, perceptions, and motivations and working towards common goals.

Bass and Riggio (2008) define transformational leader as those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers needs through empowering them and by aligning the objectives and goals of the individual followers with the goals of an organisation. Furthermore, Bass and Riggio (2008) are of the opinion that transformational leadership is best suited for knowledge workers, where leaders and followers can take each other to a higher level of morals and motivate each other to succeed beyond their expectations. Finally, leaders with character and integrity, who work towards a greater goal with conviction, inspire their followers.

Transformational leadership involves interaction between different social actors, initiative, efficiency and effectiveness, readiness for change and variety of strategic choices in accordance with the requirements of the environment and the perception of new vision and

business goals (Puric, 2012) It is an evolutionary path that coexists with the changes in the environment, transformational leadership inevitably occur as a complex process based on the individual vision, courage and willingness to learn, openness to followers and values that include better and more efficiency, based on the radical changes in the organisation and the environment (Bass, 1990). According to House (1971), transformational leaders seek to change existing patterns, values, beliefs and goals and create new ones which encourage greater commitment. Bass (1990) identified four components of transformational leadership. These are discussed below. Charisma is identified with the follower's perceptions of the leader as an idealised, confident, charismatic leader who captivates with confidence and attitudes. Followers of such leaders are admired as a model that generates pride, loyalty, trust and faith that in crisis situations give rise to a personal example to achieve a set of high goals.

2.4.2.1 Components of transformational leadership theory

The four components of transformational leadership are as follows: intellectual stimulation, consideration for individual, inspirational motivation and idealised influence. Each of these will be discussed in the section below.

a) Intellectual stimulation

This involves arousing and changing followers' awareness of problems and their capacity to solve those problems (Bono & Judge, 2004; Kelly, 2003). Transformational leaders question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbutto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule (Stone, Russell & Patterson, 2003). They impose their own ideas judiciously and certainly not at any cost (Hay, 2012).

b) Individual consideration

Individual consideration involves responding to the specific, unique needs of followers to ensure they are included in the transformation process of the organisation (Simic, 1998). People are treated individually and differently on the basis of their talents and knowledge (Shin &

Zhou, 2003) and with the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Chekwa, 2001; Stone, Russell & Paterson, 2003). This might take expression, for example, through expressing words of thanks and praise, fair workload distributions, and individualised career counselling, mentoring and professional development activities.

Clearly then, besides having an overarching view of the organisation and its trajectory, the transformational leader must also comprehend those things that motivate followers individual (Simic, 2003). Together, the four main dimension of transformational leadership are interdependent; they must co-exist; and they are held to have an additive effect that yields performance beyond expectations (Gellis, 2001; Hall, Johnson, Wysocki & Kepner, 2002; Kelly, 2003).

Kotter (2001) believes that the short-term changes take place from 6-12 months. The results of the vision can be drawn on the four-dimension matrix. The low score and low vision are the problem for any organisation. Good short-term results with low vision may be good for the many organisations in the short term. Compelling vision, which produces few results, has to be abandoned. Only a good short-term result may be effective to achieve the vision of sustainable success.

c) Inspirational motivation

Inspirational motivation is related to idealised influence; whereas charisma is held to motivate individuals. Inspirational leadership is about motivating the entire organisation to change its ways of doing things. Transformational leaders make clear an appealing view of the future, offer followers the opportunity to see meaning in their work, and challenge them with high standards. They encourage followers to become part of the overall organisational culture and environment (Kelly, 2003; Stone, Russell & Patterson, 2003). This might be achieved through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork (Simic, 1998:52). Through these means, transformational leaders encourage their followers to imagine and contribute to the development of attractive, alternative futures (Bass, Avolio, Jung & Berson, 2003).

d) Idealised influence

Idealised influence is about building confidence and trust and providing a role model that followers seek to emulate (Bono & Judge, 2004, Simic, 1998, Stone et al., 2003). Leaders are “admired, respected, and trusted” (Bass et al., 2003). Confidence in the leader provides a foundation for accepting (radical) organisational change. That is, followers who are sure of the virtues of their leaders will be less likely to resist proposals for change from them. Clearly, idealised influence is linked to charisma (Gellis, 2001). Charismatic leadership is a characteristic of transformational leadership and depends on leaders as well as followers for its expression (Kelly, 2003). The link between charismatic and transformational leadership is clearest during times of crisis within an organisation.

Transformational leaders have the power to create a set of corporate values and culture. The transformational leader is an essential factor for the development of corporate competence in relation to other social groups and actors. Transformational leaders are not created in ad-hoc situations, but must be educated.

Figure 2.3 below provide a summary of transformational leadership theory.



Figure 2.3: A Summary of transformational leadership theory

(Adapted from Bass & Avolio, 1990)

2.4.2.2 Critique of transformational leadership theory

The morality of transformational leadership has been questioned, especially by libertarians and organisational development consultants (Armstrong, 2018). A key criticism is that within

transformational leadership there is potential for the abuse of power (Hay, 2012). Transformational leaders motivate followers by appealing to strong emotions regardless of the ultimate effects on followers and do not necessarily attend to positive moral values. According to Hay (2012), transformational leaders can exert a very powerful influence over followers who trust and respect them. Some leaders may have narcissistic tendencies, thriving on power and manipulating others, that is controlling followers to their own advantage, often unfairly. Moreover, some followers may have dependant characters and form strong bonds with their leaders (Stone et al., 2003). Hay (2012) further notes that transformational leadership lacks the checks and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppression of a majority by a minority. In the absence of moral rectitude, it is self-evident then that transformational leadership might result in less-than-desirable social ends.

These critiques of the morality of transformational leadership have been addressed by the argument that to be truly transformational, leadership must have good moral foundations (Yukl, 2006). According to Leithwood and Jantzi (2000) transactional leaders commonly apply teleological ethics whereas, transformational leaders deploy deontological ethics. In short, these two approaches to leadership stand on different moral foundations. As some recent work in ethics suggests, ethical decision-making is best founded on both approaches (Israel & Hay, 2006). Bass (1997) claim that transformational leadership lends itself to moral self-promotion by leaders as it uses impression management. He suggests it is antithetical to an organisation's learning and development which involves shared leadership, equality, consensus and participative decision-making. It encourages followers to go beyond their own self-interests for the good of the organisation and may emotionally engage followers in pursuit of evil ends. This point is supported by Carlson and Perrewe (1995) who note that an organisation's culture socialises individuals into that culture. While acceptable behaviour might be supported in this way, so too might socially unacceptable behaviour. Finally, Bass (2008) notes that transformational leadership can see followers manipulated in ways that may see them lose more than they gain.

The third leadership theory which will be discussed is participative leadership theory

2.4.3 Participative leadership theory

Murdock (2014) state that the participative leadership paradigm is based on respect and engagement. It is an advanced, democratic and effective model of leadership which harnesses diversity, builds communities and creates shared responsibility. Participative leadership deepens individual and collective learning, yielding exponential development and growth. Murdock (2014) asserts that in participative leadership, the leader turns to the team for inputs, ideas and observations instead of making important decision alone. This is despite the fact that leaders still have the authority and responsibilities in the decisions made. He further states that leaders practising participative leadership understands that the team may have skills and ideas that could benefit the decision-making process.

Participatory leaders are typical post conventional leaders who use organisational interaction to make meaning, grow self, others and transform organisations. Participative leadership creates a sustainable and empowering environment to create successful organisation development and change. Participatory leaders use meetings as a key mechanism through which to release potential (Bass, 1990). According to Team Technology (2017), participatory leaders achieve their goal through team work and collective involvement in the task. It involves engendering ownership amongst a group of followers which creates a sense of ownership of decisions taken and the direction to be followed by their organisations and the success achieved or failure. In this type of leadership style, people feel valued as an integral part of the team, the group itself become the focus of the team and they achieve through their relationships and cooperative teamwork.

Examples of participative leaders include facilitators, social workers, arbitrators and group therapists. A facilitator, for example, seeks to involve everyone in the process so that whole team reach collective conclusions through a dialogue and collaboration. A facilitator may draw on other techniques that could be associated with other leadership styles, such as analysing the group process (leadership theory) or defining group boundaries (executive leadership). However, these styles would be secondary if the overall or dominant purpose is to engender, within the group, ownership of any outcomes (Myers, 2001).

Murdock (2014) further points out that in a business setting, the level and type of employee participation can vary. One form of participative leadership is representative participation, in which a group of employees is involved in organisational decision-making. Furthermore, Murdock (2014) asserts that this type of participative leadership is more dominant in Europe, where employees may serve on workers' councils or even on the board of director's forum. More common in the United States (US), is participative management, in which subordinates share a degree of joint decision-making with their immediate supervisors. For example, a self-managed work team may be responsible for a specific product and may have the authority to make decisions relating to work methods, such as scheduling, purchasing, and hiring of members. Support for the theory is based on the fact that participation satisfies an employees' higher-level needs. Participative leadership is influenced by Maslow's hierarchy of needs on participatory leadership (Nemaei, 2012:01).

According to George (2016), participative leadership is a managerial style that invites input from employees on all company decisions. The staff is given pertinent information regarding company issues, and a majority vote determines the course of action the company will take. Participative leadership can sometimes be a slower form of decision-making, but it has several advantages that make it a successful and effective way of managing. The following are the advantages of participatory leadership:

a) Acceptance

Staff will more readily accept policies and decisions that were reached by general consensus. This cuts down on the resistance that new policies will experience and speeds up the process of implementing new ideas. Employees are given a personal stake in the success of new company policies by being involved in the process of creating and approving these policies and that helps the company to adjust rapidly to policy changes (George, 2016).

I argue that acceptance brings staff close to management, when people know that they are accepted trust develops, they open up more to their leaders and a closer bond develops. In particular, it improves relationships within institutions. Acceptance also fosters greater personal growth, that is when you accept others, your focus changes from them to you as a

leader, which allows you to work on fostering your unique skills and talents as well as improving your shortcomings.

b) Morale

George (2016) believes that employees who are given a voice in the operation of the company feel personally liable for the success of the company. The staff morale remains high because there is an appreciation of being part of the company's decision-making process. Employees will also take a more active role in improving the work when they know that they can directly affect the policies that govern the workplace.

Kokemuller (2007) further states that participative leadership improve morale of a workplace. Employees feel more engaged when they have a voice in decisions and activities. It also gives employees the sense that they are also key stakeholders in the evolution of the institution.

c) Creativity

When employees are encouraged to give their opinions on company issues, there will be a variety of solutions to choose from. To be involved in the decision-making process for the company, the staff must be intimately involved in how the company operates. Participative leadership empowers employees to use their creativity to develop more productive work processes and make the company more efficient (George 2016).

d) Retention

A participative style of leadership offers employees more than just the opportunity to improve their income through good performance. It gives staff members a chance to be active in determining the future success of the company. Allowing employees to be active in the growth of the organisation encourages those employees to stay with the company to see their plans succeed. This will improve employee retention and cut down on the costs of turnover (George, 2016).

Ricketts (2016:1) states that employees under this type of leadership recognise that their ideas and feedback are appreciated and put into action. It also makes employees to work in a participative culture and make use of their creativity without the risk of going alone in the organisation and ideas.

The diagram below depicts that participative leadership is a managerial style that invites inputs from employees on all institutions (George, 2016:1). The employees are given a voice in the operation of the institution which increases their morale because there is appreciation for the chance to be part of the institution. This type of leadership also encourages collaboration and responsibility of members. Members are highly motivated, thus they are committed, self-reliant, and work on their own without any force from management (Mankar, 2015).

Figure 2.4 provides a diagram which summarises participative leadership theory.



Figure 2.4: A summary of participative leadership theory

(Source: Murdock, 2014)

The diagram is relevant to the discussion above because in participative leadership, members must be motivated, work as a team, trust each other, be responsible, committed and self-reliant so that they can achieve their vision or goal in an organisation. It relies heavily on input from the entire team. Thus, variety of benefit can be found when it is used to elicit new ideas or introduce different methods for solving problems. Moreover, the leader turns to the team for input, ideas and observation instead of making all decisions on his or her own.

In conclusion, successful participative leaders permit the skills and talents of every member of the team be employed in arriving to the best decision, which is beneficial. Even though the team leader is typically responsible for making the best final decision, sharing ideas, opinions, skills and talents is needed for the whole team to be efficient and successful.

2.4.3.1 Critique of participative leadership theory

Multiple criticisms exist against participative leadership style which moves away from the traditional management style. Participative leadership has its flaws: decision-making takes more time, it is less effective with unskilled labour and there are potential dangers when it comes to information sharing (Kapoor, 2001). Vroom and Yetton (1973)) point the major flaws in participative leadership theories is the amount of time it takes find a solution to a problem. When a group of people are supposed to deliberate on a problem and possible strategies, they must have structure and guidance to help them use time effectively when seeking solutions. Later amendments, such as the decision tree and the time-driven decision tree, give the participative style more structure; however, time efficiency is still a problem. Rouse (2012) defines a decision tree as a graph that use a branching method to illustrate every possible outcome of a decision. It is useful for focusing discussion when a group must make a decision. In cases where there is a time constraint or an immediate deadline, it might not be feasible to accommodate this deliberation process.

Another criticism of participative leadership theory is that it is only effective in certain types of environments, such as in schools or universities where the majority of the workforce is educated. Manufacturing companies with a large workforce might have more difficulty arriving at a business decision using a democratic leadership style. Additionally, level of skills play a role, as a large percentage of unskilled labour might hinder business decisions. Or, an employee who lacks group skills might not have his voice heard in the democratic process. Thus, this leadership style works best with a smaller, more skilled labour force that can provide management with informed input (Vroom & Yetton, 1973)

Kapoor (2001) argue that participative leadership can be hindered by poor quality participation. Especially when implemented for large scale use, such as with the citizens of a city, it has been shown that if participants are not fully aware of their ability to participate or if they are not

properly informed by leaders on what feedback they are expected to provide, there will be either minimal or passive participation.

As a combination of critiques, an overall result of failure in participative leadership is misrepresentation of participants. Misrepresentation can also be due to unexpected participants providing feedback when the expected participants did not. This is typically seen in city management where participatory management was implemented as an attempt to exploit the community's perceived bias towards a certain decision (Kapoor, 2001). Furthermore, according to (Kapoor, 2001:1), this could result in an unexpected voting outcome. As well, any decision could be swayed by participants being coerced within the system to provide feedback in pursuit of someone else's agenda.

The fourth leadership theory which will be discussed in the section below is the instructional leadership theory.

2.4.4 Instructional leadership theory

Instructional leaders are described as strong, directive leaders who are successful at "turning their schools around" (Bamburg & Andrews, 1990: 105). There are relatively few descriptions of effective instructional leaders working in typical schools. Yet schools differ widely in terms of their needs and resources, as well as in type of leadership required to move them forward (Edmonds, 1979). Instructional leaders are culture builders, they create an "academic climate" that fosters high expectations and standards for students, as well as for teachers (Barth, 2002). Notably, instructional leaders are a minority of principals and school management teams who somehow managed to overcome the multiple pressures that push principals away from curriculum, instruction, and the classroom.

Further, Bamburg and Andrews (1990) state that instructional leaders are goal-oriented. As leaders they are able to define a clear direction for the school and motivate others to join in its achievement. Instructional leadership focuses primarily on improving students' academic performance. They have a vision and mission statement for their schools and are able to communicate both vision and mission to the school communities which includes the learners, as well as the parents. Instructional leaders share their vision and mission through newsletters

and other forms of communication. Hallinger (2012) claims that an effective instructional leader is able to align the strategies and activities of the school with the school's mission. Thus, instructional leaders focus not only on leading, but also on managing which includes co-ordinating, controlling, supervising, and developing curriculum and instruction (Cohen & Miller: 1980).

Instructional leaders lead from a combination of expertise and charisma, that is, they have the ability to attract the attention and admiration of others and they have skills in a particular area. They are hands on task and deep in curriculum and instruction management (Cuban, 1984). Such leaders are hardworking and involve teachers in the improvement of teaching and learning (Bossert, Owner, Rowan, & Lee 1982). Descriptions of these principals tended towards a heroic view of their capabilities that often spawned feelings ranging from inadequacy to guilt among the vast majority of principals who wondered why they had such difficulty fitting into this role expectations (Donaldson, 2001).

Several notable models of instructional leadership have been proposed (Andrews & Soder, 1987; Hallinger & Murphy, 1985a; Hallinger & Heck, 1996b). I will focus here on the model proposed by Hallinger and Murphy (1985a), since it is the model that has been used most frequently in empirical investigations (Hallinger & Heck, 1996b). This model proposes three dimensions of the instructional leadership role of the principal: defining the school's mission, managing the instructional program, and promoting a positive school learning climate (Hallinger, 2001). These three dimensions are further delineated into ten instructional leadership functions.

Two functions, framing the schools' goals and communicating the schools' goals, comprise the first dimension which is defining the school's mission. This dimension concerns the principal's role in determining the central purpose of the school (Hallinger, 2001:5). The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals which focuses on the academic progress of students. It is also the principal's responsibility to communicate these goals so they are widely known and supported throughout the school community.

Within this model, the process of goal development was considered less critical than the outcome. Goals could be set by the principal or in collaboration with staff. The bottom line however, is that the school should have clear, academic goals that staff support and incorporate into their daily practice. This picture of goal-oriented academically focused schools contrast with the typical situation in which schools are portrayed as pursuing a variety of vague, ill-defined, and sometimes conflicting academic and non-academic goals (Hallinger & Murphy, 1985a).

The instructional leader's role in defining a school mission was captured in a study of effective California elementary schools conducted by Hallinger and Murphy (1986). Among the reason cited for less emphasis given to instructional leadership is principals' lack of in -depth training for their role as an instructional leader, lack of time to execute instructional activities, increased paperwork and the community's expectation that the principal's role is that of a manager (Fullan, 1982).

According to Dufour (2002:5), the principals' instructional leadership role has shifted attention from teaching and learning to the principal as a learning leader. The national association of elementary school principals in the US defines instructional leadership as leading learning communities (NAESP, 2001). Blasé and Blasé (2000) expressed instructional leadership in specific behaviour such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration providing professional development opportunities, and giving praise for effective teaching.

Cowart (2014) mentions the following characteristics of good instructional leadership (GIL):

1. GIL refers to a way educators stimulate students' learning and improve outcomes. GIL is necessary for advancing student learning goals and standards and evaluating outcomes.
2. Effective leaders not only initiate change and implement positive improvements in education, they also achieve consensus by understanding human nature.
3. GIL is transformation leadership. Transformation leadership (Burns, 1978) is an aspect of moral leadership. A moral leader emerges from, and always returns to the beliefs, wants, needs, and aspirations of the member of the organisation. A moral

leader can be either transactional (bureaucratic) or transformational (charismatic). Transformational leaders use personality and relationships, articulate vision/values, and support, empower and promote change for the benefit of the majority.

Whitaker (1997) identified four skills essential for instructional leadership.

- First, they need to be a resource provider. It is not enough for principals to know the strengths and weaknesses of their faculty but should also recognise that teachers desire to be acknowledged and appreciated for a job well done.
- Secondly, they need to be an instructional resource. Teachers count on their principals as resources of information on current trends and effective instructional practices. Instructional leaders are tuned into issues relating to curriculum, effective pedagogical strategies and assessment.
- Thirdly, they need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning such as the conviction that all children can learn and no child should be left behind.
- Finally, they need to create a visible presence, be committed and accountable for leading the instructional programme in school.

GIL ensures that educational programs make the desired impact. An effective leader inspires action and takes an optimistic view of the future; set a good example by being honest, having integrity, and treating people fairly; supports and appreciates subordinates and confidently inspires the team to achieve instructional goals. Additionally, good two-way communication enables leaders to solicit ideas for improvement, make informed decisions and keep an educational organisation on track. Instructional leaders have the following characteristics:

a) Planning

A good instructional leader knows his or her organisation's strengths and weaknesses and makes effective use of available resources to plan in advance for the organisation. This includes using human resource, technology and other tools to create compelling instructional programs with clear objectives, descriptive content and comprehensive evaluation. Instructional leaders follow industry-standard practices regarding project management to create these programs.

However, effective leaders maintain a healthy balance between required administrative procedures and flexibility. This characteristic allows the leader to foster creativity and innovation while running an efficient organisation.

b) Communicating clearly

Communications need to be clear, concise, concrete and correct. It also helps to be coherent and courteous. Following these guidelines, an instructional leader communicates her instructional strategies to both her subordinates and her training program's participants. She uses a variety of communication mechanisms, such as email, presentations, lectures, brochures, case studies and posters to convey ideas and concepts. By delivering a consistent message throughout her organisation, an effective instructional leader ensures everyone stays informed about her strategic direction for her programs.

c) Displaying competency

Good instructional leaders keep abreast of issues, techniques and strategies that impact an educational program. This may involve learning about new technology, such as social media technology, that can be used to improve instructional programs for the business. It may also involve developing competence in quality management strategies, such as Lean Six Sigma, and applying these methods to the development of instructional programs.

d) Exuding gravitas

Subordinates typically respond better to a positive, fair, democratic boss than a punitive, autocratic leader, although that leadership style may be appropriate for handling a crisis. Good instructional leaders need to impress their superiors, too. This involves developing an executive presence and ability to present complex instructional programs for approval. Remaining poised and calm, especial during heated discussion shows the principal knows how to use good judgment and assert herself only when absolutely necessary.

Table 2.5 provides a diagram which summarises instructional leadership theory

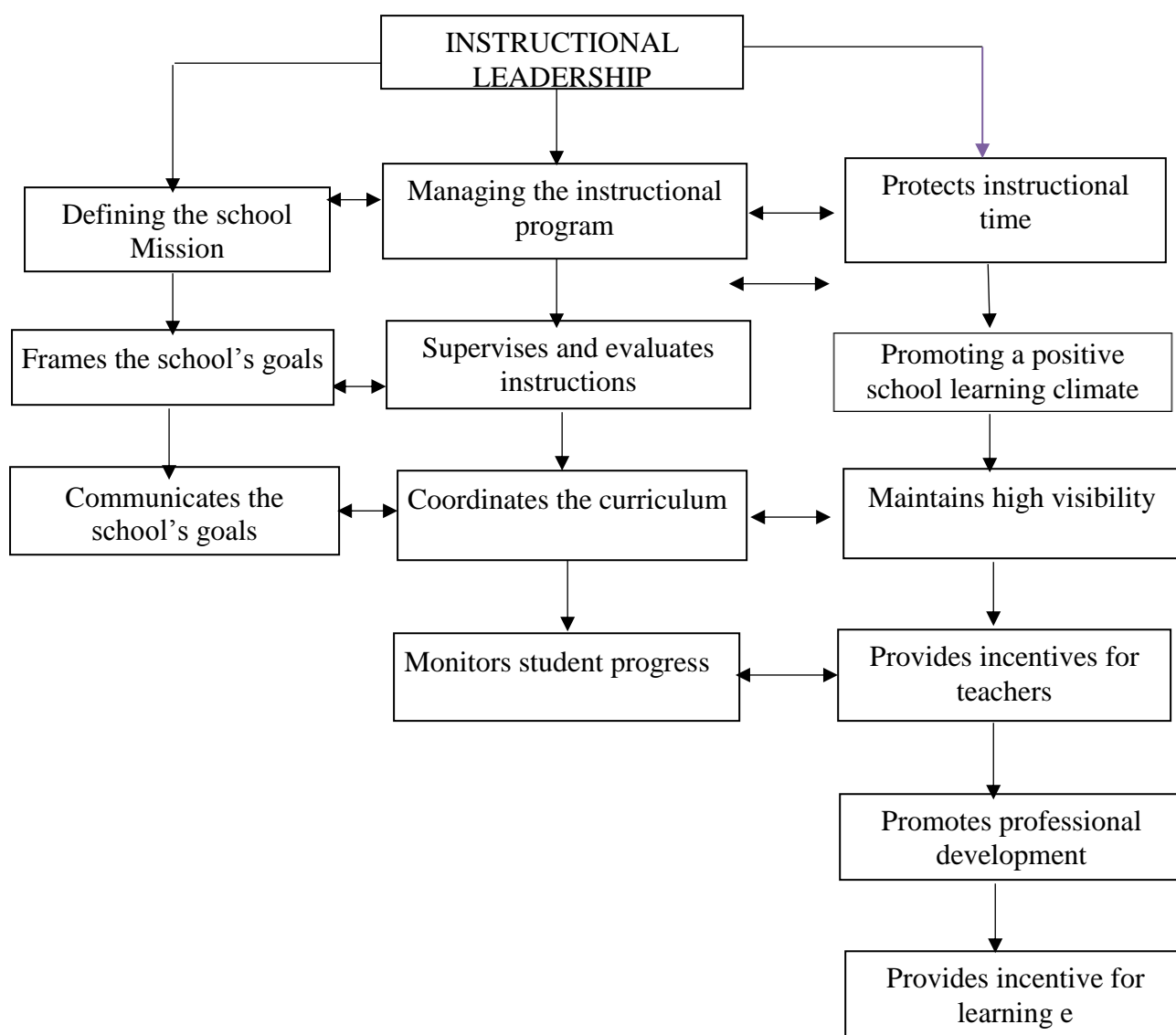


Figure 2.5: Instructional leadership model (Clabo, 2010:41)

2.4.4.1 Critique of instructional leadership theory

There are several criticisms of the instructional leadership model. One is that it is hierarchical in nature. There is a top-down relationship between the principal and the teachers, as the principal takes on the role of curriculum expert and supervisor of curriculum and instruction (Goddard, 2003).

A second criticism is that even if a principal is engaged in instructional leadership, one principal could not be capable of being a curriculum expert in all areas (Hallinger, 2003). Ylimake (2007) concurs that instructional leadership models of the 1980s were criticised for being too directive and principal-centered. It focused too much on the individual principal's heroic role.

Thirdly, because of the fragmented role of the principal, a principal would not have the time to effectively engage in instructional leadership without committing significant time off the clock (Cuban, 1984; Hallinger, 2003).

A primary criticism of instructional leadership is that it is only one of many responsibilities of a school principal (Bartha, 1990; Bolman, Deal, 1992; Cuban, 1998). Depending too much on the principal as the sole provider of instructional leadership is unsustainable and often leads to the failure of reform efforts when a change in leadership occurs (Jackson, 2000). Instructional leadership drew criticism as well for neglecting to share authority with others, particularly teachers. Sergiovanni (1991) asserts that when faculty are capable and dedicated, highly directive forms of instructional leadership are problematic. The size and complexity of many schools, particularly large high schools, make it difficult for any one person to assume complete responsibility

Instructional leadership also draws criticism because it is viewed as an educational concept or slogan with little substance or relevance to the realities of the principalship. Hallinger (2005) admitted that there is little evidence that principals behave anymore today as instructional leaders than they did when the model was first introduced. He remarked that it is particularly “interesting to note the lack of any empirical evidence that principals spend more time directly observing and supervising classroom instruction”. When in practice, instructional leadership focuses more on mission-building and climate control than on the instructional program (Hallinger, 2005). In short, a relatively small number of principals are instructional leaders (Barth, 1990). Yet instructional leadership, as an ideal, is still touted today by researchers, practitioners and policymakers (Klump & Barton, 2007).

Kolu (2015:24) states, “The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade”. Because the principal's role is changing from

that of building manager or administrator to instructional leader, the principal requires ongoing, substantive staff development and support to refine, extend, and evaluate his supervisory skills (Smith & Andrews, 1989:40). Because of the changing role, the principals often deal with some barriers that prevent them to maximise their potential, such as, lack of time for monitoring the instruction. This happens because they do not have any sufficient support by the staff or secretarial assistance to manage their daily tasks (Kolu, 2015:24).

Furthermore, Hallinger and Murphy (1987) state that there are four obstacles that restrict principals from practising instructional leadership: lack of knowledge of curriculum and instruction, professional norms, expectations of school district and role of diversity. Moreover, they added the fifth obstacle that seems to make the role of the principal more difficult to assess, the lack of clear definition of the principal's instructional leadership role (Hallinger & Murphy, 1987:57).

The other common problem an instructional leadership often deals with is in managerial shortcomings. The main cause of managerial shortcomings is the lack of proficiency in management process, experience in administering the authority and commitment. The managerial shortcomings can prevent schools to become effective ones. (Sofa, Fitzgerald & Jawas, 2012:514). Also, a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on monitoring on instruction and curriculum (Hornig & Loeb, 2010:66).

In addition, based on some studies on instructional leadership, Hornig and Loeb (2010) state that the model of traditional instructional leadership does not seem to fit the reality of many of today's schools. Despite the necessity of instructional leaders, who are characterised as "hands-on" leaders, involved with curriculum and instruction issues, feel confident to work with teachers directly and are present in the classroom often, in reality, it is difficult to be applied, especially in larger schools. It is not easy to find appropriate time to regularly observe all of the teachers or accommodate comprehensive hands-on mentoring in instruction and curriculum (Hornig & Loeb, 2010).

Though instructional leadership is an idea still very much present in academic, political, and professional discourse surrounding the principalship, it is not a theory without its critics. Much of this criticism can be summed up by four statements:

- Instructional leadership is only one of many responsibilities of a principal.
- Many principals lack the expertise, autonomy, and/or the inclination to act as instructional leaders.
- Typical models of instructional leadership place too much responsibility and power on the role of principal, neglecting the importance of involving others in school reform.
- For all of the discussion, research, and advocacy, relatively few principals actually are instructional leaders.

2.5 SUMMARY

In this chapter the leadership theory was discussed as a theoretical framework that underpins this study. The first section defined leadership theory; contingency leadership theory, transformational leadership theory, participative leadership theory and instructional leadership theory from the contributions of Phillip Hallinger, Weber, Fred Fiedler and various other authors. This was followed by a discussion on the different types of leadership theories. Lastly, the leadership theory was critiqued. The following are the most important highlights of the chapter;

- Leadership has been examined in terms of the leadership traits, their behaviors, the situations leaders face, their values and the context in which leadership occurs. Jezper (2016) claims that there are three aspects of leadership that should be emphasised. First, leadership is a social process which requires both a leader and followers. Second, leadership elicits voluntary action on the part of followers. The voluntary nature of compliance separates leadership from other types of influence based on formal authority. Finally, leadership results in followers' behaviour that is purposeful and goal-directed in some sort of organised settings.
- Daane (2010) claims that leadership has proven to play a tremendous role in determining whether the business or employees experience success or failure.

Although leadership may be thought of as a basic human quality, it is also quite complex.

- Contingency theory states that the effectiveness of leadership is an interplay of leader's traits, behaviours and the organisational environment (Chakrabart, 2014). Fiedler (1967) model assumes that performance of a group depends upon leadership style and favourableness of the situation.
- Transformational leader as those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual follower's needs through empowering him/her and by aligning the objectives and goals of the individual followers with the goals of an organisation (Bass & Riggio, 2008).
- Murdock (2014) asserts that in participative leadership, the leader turns to the team for inputs, ideas and observations instead of making important decision alone. This is despite the fact that leaders still have the authority and responsibilities in the decisions made. He further states that leaders practising participative leadership understand that the team may have skills and ideas that could benefit the decision-making process.
- Bamburg and Andrews (1990) state that instructional leaders are goal-oriented. As leaders they are able to define a clear direction for the school and motivate others to join in its achievement. Instructional leadership focuses primarily on improving students' academic performance. They have a vision and mission statement for their schools and are able to communicate both vision and mission to the school communities which includes the learners, as well as the parents.
- Furthermore, Bass and Riggio (2008) are of the opinion that transformational leadership is best suited for knowledge workers, where leaders and followers can take each other to a higher level of morals and motivate each other to succeed beyond their expectations.

I argue that leadership as a concept or practice plays an important role in an organisation. The different leadership theories must be used by the SGBs in governing the schools. I have found that the participative leadership theory and contingency leadership theory are the best suited leadership theories in a democratic society.

Although I recommend these, the other leadership theories should also be used in conjunction with the former. The following chapter will discuss the roles and responsibilities of the SGB in South Africa after 1994.

CHAPTER THREE

SCHOOL GOVERNANCE IN SOUTH AFRICA

3.1 INTRODUCTION

This chapter discusses the leadership roles of the SGBs in South African schools post the 1994 democratic elections. In terms of South African Schools Act (RSA, 1996a) SASA mandated the establishment of the democratic school governance in all schools to ensure active participation of stakeholders to bring about a culture of teaching and learning in schools. SASA (RSA, 1996a) is the pivotal document that deals with SGBs of public, private and independent schools.

Section 16 of SASA (RSA, 1996a; 14) states that the governance of every public school is vested in its governing body, which stands in a position of trust towards the school. A SGB is a statutory group of people elected to govern the school, they represent the school community (SASA, 1996) Sec 6(1). Eastern Cape Department of Education, (2012:8) further states that the SGB serves as a powerful structure for the improvement of quality of education and its main objective is to promote the welfare of its school and to ensure that learners receive the best possible education. This view purports that the SGB as governors should take lead in putting governance into practice and improving it.

3.2 THE SCHOOL GOVERNANCE SYSTEM PRIOR TO 1994

Prior to 1994, black South Africans had restricted political rights, economic opportunities, geographical mobility and education opportunities (Department of Education, 2013:4). During those years' school governance was determined centrally with tight control exercised through an inspectorate system and were managed by committees and boards, as advocated by the National Department of Education (DoE). This educational policy did not advocate stakeholder participation. The committees were dominated by school principals, who reported directly to the government bureaucracy. The exclusion of the stakeholders created a fertile ground for the broader political struggle for a more inclusive system of governance. During the 1980 initiatives were introduced to establish a more inclusive and participative democratic governance structures in schools. It was assumed that through such structures educational provision will be

enhanced, and it was anticipated that through such initiatives school governance and educational quality would be improved (Tatlah & Iqbal, 2012: 35).

Another weakness of the past education system was that parents in black schools were not given opportunities to fully participate in school activities. Most parents were not educated and as such could only offer moral support to their children. Thus, the education of their children was left entirely on the hands of the teachers. However, there were a few exceptions of learners whose parents were educated; such learners did receive educational support from their parents at home (Modisaotsile, 2012). Today most black parents are well educated and as such they are able to play a prominent role in the education of their children. Their empowerment through education and the education reforms instituted in South Africa after 1994 enables parents to take charge of their children's learning and SASA is also assisting in active parental participation in the running of schools (RSA, 1996a).

This section discusses apartheid period; school governance in South Africa consisted of statutory bodies, namely school committees and boards (Mpanza, 2015:08). Unfortunately, this apparently participative approach was not applicable to black South Africans, as the white officials who were responsible for their educational affairs become the only actual decision and policy-makers. Mpanza (2015:08) further argues that blacks were allowed in principle to take ownership of schools, even though practically this was not the case. The school governance structures had no voice in any decision-making about the quality of education.

Black parents formed Parent Teacher and Student Associations (PTSA's) in various communities to assist school principals in running schools in their communities. The PTSA's role was, however, limited to signing of school cheques and contract forms of newly appointed teachers and accompanying learners on school trips (Mothibi, 2015:12). Their role was mainly to endorse the authority of the principal. For example, they could not decide on the school curriculum and the language of instruction. According to Thekiso (2013:8) the school board served as an alternative governance structure which operated in township schools in the administration of schooling in black areas.

3.3 SCHOOL GOVERNANCE IN SOUTH AFRICA

In 1958, the National Party government introduced the Bantu Education Act of 1958 (RSA, 1958). The implementation of this act resulted in the introduction of the division of the South African education system based on race. Black children attended schools which were set up for them as did the Indians, the coloureds, the Afrikaners and the English-speaking children (Bantu Education Act, 1953). As a result, eighteen departments of education were established. Through this act the education for blacks was controlled by the government. As such it was ensured that the education of this group of people was inferior. In short education for black learners enabled them to work in poorly skilled jobs. The skills which were emphasised were gardening and home economics to the detriment of natural sciences. Through the Bantu Education Act of 1958 black parents were not given a chance to participate in their children's education. (Mpanza, 2015). The introduction of the Bantu Education Act of 1958 was met with resistance within the black communities. Other policies introduced to ensure that black communities remained divided was the language in education policies. According to the Bantu Education Act the medium of instruction in black schools was indigenous languages for the first eight years of schooling. English and Afrikaans were taught as subjects. To achieve this goal different ethnic groups were assigned separate homelands and new universities were further established within these various homelands.

The extension of medium of instruction to eight years, lack of adequate funding and the inferior education within black schools resulted in the intensification of a continued liberation struggle. The introduction of Afrikaans as a medium of instruction in black schools led to the 1976 student uprising. The result of the uprising was that black parents were for the first time given an option to choose the medium of instruction in their schools. Most black schools opted for the English medium of instruction since Afrikaans was mostly regarded as the language of the oppressor and English was viewed as an international language. In 1988 Education Law Amendment Act was introduced which allowed for the establishment of school committees, comprising only the farm owners and parents (Thekiso, 2013:4). Schools in the townships and rural schools which were exclusively for black residents were not covered by this act. The Education Law Amendment Act was never implemented because the right wing members of Parliament opposed it. The following section discusses the school governance system after 1994.

3.3.1 The South African education system after 1994

The dawn of democracy 1994 resulted in the transformation of all sectors in the country. As a result the country's education system was transformed to be in line with the country's democratic principles. The new constitution of the republic of South Africa was adopted and implemented. According to the South African constitution every child has the right to free education. The constitution gives parents the right to choose the medium of instruction of their children where applicable. Another act aimed at transforming the schooling system was the South African Schools Act (SASA) of 1996. An important provision in the Act is the establishment of democratically elected SGBs. School governance is about creating, implementing, supervising and evaluating policies and rules, which guide and govern the actions of the school and its members. In other words, school governance is concerned with the creation of policies for the school and making sure that the school is run according to the set policies (Bayat, Rena & Louw, 2014). According to Goodson, Mory and Lapointe (2012:5), Governance may be defined as the combination of processes and structures implemented by the board to inform, direct, manage and monitor an organisation's activities in the pursuit of the organisational objectives. Goodson et al. (2012:5) further assert that governance relates to the means by which organisational goals are established and accomplished. In South Africa all public schools are mandated by the SASA to elect a school governing body as part of the governance structure of the school (Bagarette, 2011:226).

Mavuso and Duku (2014:454) state that school governance consists of parents, educators, learners (Grade 8 and higher) and non-teaching staff who are elected to make decisions about the procedures for governing schools based on SASA. This is supported by Dibete (2015) who indicates that school governance is entrusted with the responsibility or authority to formulate and adopt school policy on a range of issues including, but not limited to, school uniforms, school budgets, developmental priorities; endorsement of a code of conduct for pupils, staff and parents. Furthermore, Dibete (2015) states that democratic school governance implies that all the stakeholders, including the parents, decide on the school policies which affect the education of their children. This highlights a genuine handing over and sharing of power with concomitant responsibility and accountability.

Ndou (2012:23) lists the following three dimensions of school governance:

- Sovereign governance entails full public accountability of the work of the school as a whole to all interested parties and rendered in various forms, including the presentation of the annual reports to parents.
- Judicial governance entails accountability for meeting all the legal requirements to which the school is subject, including legislature relating to finances, employment, the curriculum, health and safety.
- Performance governance entails accountability for carrying out the activities of the school in terms of which the vision of the school regarding the provision of a service to pupils is put into practice. This dimension of governance entails specific and legal obligations, which require particular knowledge, skills and expertise.

In terms of section 16 of SASA (RSA, 1996) school governance in the South African context is the responsibility of the SGB. The governing body is a functionary of the public school, and is a juristic person and an organ of state (Dibete, 2015:17). SGB's are in a position of trust and are expected to act in good faith, to carry out duties and functions on behalf of the school and to be accountable for their actions (Bagarette, 2011:223). Furthermore, SGBs are not to disclose confidential information that may harm the school, should not engage in any unlawful conduct and should not compete with the school's interest and activities (Dibete, 2015:18). According Lekonyane and Maja (2014:6), this implies that it is incumbent on all SGB members to synergise their operative efforts towards the provision of quality education for all learners within their schools. The section below describes the structure of the SGB in South African schools.

3.3.2 The composition of the school governing body

The SGB is a statutory body which is elected in terms of SASA section 23(1). According to this act the SGB should comprise of the following members:

- the principal, in his/her official capacity (as an ex officio member);
- elected members and;
- co-opted members.

Section 23(2) of SASA stipulates that the elected members of the SGBs must include a member or members from each of the following categories:

- Parents of learners at the school;
- Educators at the school;
- Members of staff at the school who are not educators and;
- Learners in the eighth grade or higher at the school (must be elected according to provincial guidelines).

Figure 3.1. below illustrates the composition of the SGBs

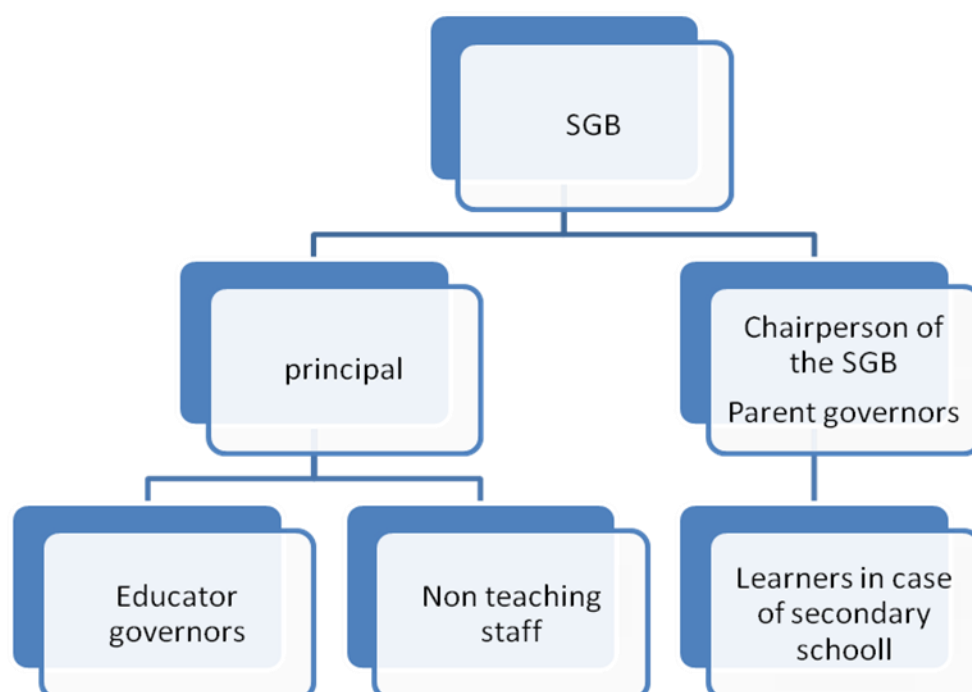


Figure 3.1. The SGB composition adopted from Baruth (2013:54)

Although governors are elected on a constituency basis (e.g., parents elect parents, teachers elect teachers) once they are elected they all enjoy equal status. Their responsibility is to govern the school within the framework provided and not to represent the sectorial interest of the group from which they are drawn (RSA, 1996). SASA, section 32, further states that learners elected as members of the SGBs cannot be excluded from sensitive discussions if they are over the age of 18 years and older. However, children under the age of 18 years should be excluded from sensitive discussions as they are protected in Section 32 of SASA (RSA, 1996).

A parent is defined as either a biological parent or the legal guardian of a learner; the person legally entitled to the custody of a learner; or any person who fulfils the obligation of the learner's schooling (Dibete, 2015:18). Parents form a majority membership of the SGB (SASA section 23(9)), while a parent member must act as the chairperson of the committee (Prinsloo, 2016). SASA, 23(9) states that regardless of the size of the school, the parents must always hold the majority through a 50% plus one-member representation (RSA, 1996). In other words, there must always be one more parent on the SGBs than the combined total of the other members with voting rights. The inclusion of learners' participation in decision-making on issues affecting their lives is highlighted in the children's Act (2010), (RAPCAN: 2013). SASA,11(1) also links the inclusion of learners in governing bodies to the wider democratic ideals: "The Act recognises learners as part of the stakeholders, hence their inclusion in decision-making process in public secondary and high schools." According to Diabetse, 2015:19), learner recognition as SGB members could partly be explained by their role in the liberation struggle in South Africa. Their exclusion from the SGB would, therefore, be contrary to the very democratic ethos for which so many learners fought for during the liberation struggle. Learners who are older than 16 years of age have voting rights and are active members of the SGBs. However, minors (learners under the age of 18) may not enter into a contract on behalf of the school or vote on resolutions imposing liabilities on a third party or on the school (Reyneke, 2013:218). In addition, a minor may not incur personal liability for any consequence of his/her membership in the SGBs. According to SASA: 23(6), SGBs have the option of co-opting a member, or members, of the community to assist them in discharging their functions.

3.3.3 The school governance system after 1994

This section discusses South Africa's democracy and the changes it brought to education for black learners. The changes included most prominently new legislation, namely the South African Schools Act (No.84) of 1996. This Act introduced the mandatory SGB.

With the democratisation of the country in 1994 the old system of school governance in black education which used PTSA's in governing their schools became unpopular and was contested because it lacked adequate representation of major stakeholders. These major stakeholders

include: parents, educators, school supporting staff and the broader community in which schools situated. Moreover, the vast disparities among schools in South Africa necessitated the establishment of a new structure of school organisation and system of governance which would be transformative, inclusive, flexible and democratic in order to accommodate the different contexts in which schools operate.

In April 1994 South Africa became a democratic country with a constitution that promoted democratic values and principles (SASA, 1996). In line with democracy, the South African Constitution includes an “unequivocal commitment to representative and participatory democracy incorporating the concepts of accountability, transparency and public involvement” (RSA DoE, 1997; RSA DoE, 1996). In the South African context, participatory democracy is defined as “a form of direct democracy that enables all members of a society to participate in decision-making processes within institutions, organisations, societal and government structures” (RSA, 1996).

The Education White Paper 2 (RSA, 1996b) provided guidelines regarding the governing of the educational system. It states that, “government should democratise the education system by including stakeholders such as parents, educators, non-educators, learners and members of the community in partnership with schools” (RSA, 1996:38). This ensures that all stakeholders enjoy rights and responsibilities. Education transformation was crucial to ensure that education was accessible to all South African citizens. The United Nations Educational Scientific and Cultural Organisation (UNESCO) (2014) points out that governance is often described in terms of being centralised or decentralised; there is, however, no one model of decentralisation. Decentralisation, in general, involves a transfer of authority and responsibility from central government to a level of administration closer to the public being served (UNESCO, 2014). Mestry (2013) argues that decentralisation allows stakeholder involvement at a level in which they can have direct impact on matters of power and influence.

Decentralisation means that decisions ought to be made by people who are closest to the situation. In the case of schooling this means that instead of the National Department of Education making all the decisions, many decisions are made by the Provincial Department of Education, which in turn gives education district officials and SGBs the power to make decisions (Motimele, 2011:1). Decentralisation is a concept that is often used in a wide range

of contexts which signal changing forms of educational governance and management to changes in the classroom practices and pedagogy. It is for these ideals that the government enacted and promulgated the South African Schools Act of 1996 which mandated the establishment of SGB's and vested the governance of every public school in its governing body (SASA (16) (1)).

The complexity of modern society requires a closer co-operation or partnership between the home and the school in order to achieve educational goals and improve learner achievement. The South African Schools Act (RSA, 1996: 17) recognises the role of parents and the community in the education of their children; hence, it is mandatory for parents to be actively involved in the education of children. Parents, guardians and community members are seen by the government as equal partners in schools and are expected to assume greater responsibility not only in governance of schools but also as educators and supporters of teaching and learning both at school and at home. The decentralised system of school governance which came to effect as a result of the South African Schools Act of 1996 has unique characteristics. For example, SGB members should be local community members democratically elected to govern schools according to community and national needs.

Since 1994, the government's efforts to redress historical imbalances and achieve equity were fundamental policy mechanisms to restructure South African Education (Mestry & Ndhlovu, 2014:1). The April 1994 elections marked a significant shift in policy development. The installation and establishment of a legitimate, non-racial and democratic National Ministry of Education paved the way for the enactment of the official policies and acts. From the outset, it was clear that school governance was a politically volatile issue; hence, the SASA (RSA, 1996a) created a framework that gives people a role in the governance of schools. The Department of Education (2003:2) stipulates that all stakeholders must be included in the decision-making processes as members of the community are often in a best position to know the school's needs and the different challenges it might be facing. It is important to note that the DoE (2003:2) promotes the deal for democratic governance, based on the partnership between local school communities and provincial department norms.

In 2000 the former Minister of Education, Kadar Asmal stated that the purpose of the SGBs is to promote the best interests of the school. Therefore, the SGBs should take 'ownership' of the

schools and should become the centre of the community life. He added that the SGB is the only structure that can make this a reality. The former Minister further highlighted that ownership is subject to the SGB policies and laws regulating the power of the SGBs as stipulated in Section 20 of the SASA (RSA, 1996a) which stress the important role SGBs have to play in the smooth running of the schools. The former Minister also indicated that SGBs should be trained so that they can become sufficiently proficient to perform their roles and carry out their responsibilities. According to Ngoben (2015:4), many SGBs in previously disadvantaged areas especially in rural areas and township schools, are not operating effectively. This should be a major concern for every community in which the schools are situated. Parents, led by the SGB, must exercise their responsibilities and become a link between schools and communities, more especially so in poor communities where SGBs should be capacitated to enable them to perform their functions effectively in schools.

The main role and responsibility for all the stakeholders, including government, is to provide the best possible education for all learners. The best way to achieve this is when the stakeholders form a partnership with the state and build a strong relationship based on mutual trust. Thus, the South African Schools Act (SASA) No.84 of 1996 was passed. SASA (1996) recognises the rights and duties of all stakeholders and make it compulsory for every public school to establish school governance structures. In the ensuing section, the roles and responsibilities of SGBs are discussed.

3.4 THE ROLE OF SCHOOL GOVERNING BODIES IN SOUTH AFRICA

Since the introduction of SASA in 1996, SGBs have become responsible for a range of functions that were previously the responsibility of the Department of Education (DoE) (Dibete, 2015:19). Central to the policy framework was the notion of the devolution of power and authority to the lower levels, essentially a decentralisation approach (Naidu, Joubert, Mestry, Mosoge, & Ngcobo, 2008:151). According to section 16(1) of SASA of 1996, the governance of each school is vested in its SGB and consists of a wide range of functions including the adoption of a school constitution, learner code of conduct and a mission statement. In addition, SASA,20(1)(i) stipulates responsibilities, which include making recommendations for the appointment of educators, the maintenance and improvement of school properties and buildings and promoting the best interest of the schools.

Section 20(1) of the SASA (1996) states that the SGB of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at school. Furthermore, it is the responsibility of SGBs to promote the best interests of the school in terms of teaching and learning, staff development, curriculum development and providing quality education to all learners. The SGBs also make proposals regarding school policies which should be in line with National Education Act (Department of Education).

The functions of SGBs are listed in SASA in sections 20 and 21. Section 20(1) of SASA lists the prescribed functions of all school governing bodies. Subject to this Act, the Governing body of a public school must:

- Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- Adopt a constitution;
- Adopt the mission statement of the school;
- Adopt a code of conduct for the learners at the school;
- Support the principal, educators and other staff members in performing their professional functions;
- Determine the times of the school day consistent with any applicable conditions of employment of the staff at the school;
- Administer and control the school's property, buildings and grounds occupied by the school, including school hostels;
- Encourage parents, learners, educators and other staff members at the school to render voluntary services to the school;
- Recommend to the HOD the appointment of educators at the school, subject to the Employment of Educators Act, 1998 and the Labour Relation Act, 1995;
- At the request of the HOD, allow the reasonable use under fair conditions of the facilities for educational programmes not conducted by the school;
- Discharge all other functions conferred on the governing body by the School Act;
- Discharge all other functions imposed upon the Governing Body by or under this Act and;
- Discharge other functions consistent with this act as determined by the Minister by

notice in the Government Gazette, or by the member of the executive council by notice in the Provincial Gazette.

Section 21 includes a list of the functions that may be allocated to a governing body by the HOD. According to section 21, a governing body may apply in writing to the HOD to be allocated any of the following functions:

- to maintain and improve the school's property, building and grounds;
- to determine the extra-curriculum of the school and the choice of the subject options according to the provincial curriculum policy;
- to purchase textbooks, educational materials or equipment for the school
- to pay for services to the school;
- to provide an adult basic education and training class or centre subject to any application law; or
- other functions consistent with the Act and any applicable law.

The SGB must govern the school in terms of the functions indicated above. Typically, the SGB is given greater control than any other stakeholder over financial matters, school buildings, general school policy and school improvement (Dibete, 2015:21). One of the functions of the SGB of a public school in terms of the finances is to “take all reasonable measures within its means to supplement the resources provided by the state in order to improve the quality of education provided by the school to all learners at the schools” (SASA section 36(1)). This may be achieved either through the levying of school fees or by other forms of fundraising (Dibete, 2015:21).

Given that this research project focuses on the challenges faced by SGBs in performing their roles and responsibilities, in the sections that follow, I will specifically focus on the key role functions of the SGBs relevant to this study, namely development of school policies and financial management.

3.4.1 Development of school policies

SASA stipulate that SGBs must develop policies, amongst others, the constitution of the SGB and policy guidelines relating to language, admissions, religion and code of conduct for

learners. The Department of Education (1997a:49) requires SGBs to help the school develop policies on rules about hours (times), religious observance, dress code, language for teaching and learning, code of conduct for learners and code of rights and responsibilities. Van Wyk (2014:834) describes policies as instruments which provides direction on the day-to-day operations of the schools. This is achieved by guiding educator, learner and parent behaviour whilst clarifying the schools' operations, goals and values. Policies outline the envisaged outcomes that SGBs want for the schools to achieve (i.e., Vision) and the means used to achieve these goals (i.e., Mission). Ward (2016) describes the vision as a picture of the organisation's future which serves as inspiration and the framework for all strategic planning. A vision is further defined by the Queensland Government (2016) as a mental image of the organisation's future, based on its goal and inspiration. A vision can thus be equated to a dream or as precise as a goal or a mission statement. As stipulated by the Department of Education (1997:45) both the vision and mission statements must show the school and the outside world: what the school's values are; the direction the school wants to go; and what the school culture will be.

Indeed, for an organisation such as a school to operate in the best interest of learners, it needs policies to guide SGBs, principals, educators, learners and support staff on how to operate in order to achieve educational goals. The SGBs, for example, should discuss with the relevant stakeholders (e.g., principals, educators, learners, support staff and parents) and develop a behaviour policy which can be used to maintain discipline in schools. This is in line with the South African Schools' Act (RSA,1996:20), which mandate that SGBs must adopt a code of conduct for learners at their respective schools. According to the National Department of Education (1997a:50), the school code of conduct must have the following elements. It should:

- state the rights, responsibility and duties of the learners are;
- state the rules of the school regarding learners' conduct;
- state how the school community thinks learners should conduct themselves and why;
- guarantee that all resources and equipments will be protected,
- define the daily school programme,
- mention the sanctions and processes that will be followed when learners fail to abide by the school's stipulated code of conduct.

Once school policies are developed by the SGBs, they are given to the professionals, namely the principals, educators and supporting staff of the schools to implement with the SGBs monitoring the implementation process (SASA, 20 (e)). I, however, argue that the SGB's have a right to advise on policy matters and ensuring that the policies are effectively implemented. I further argue that all policies should be aligned to the aims and objectives of the school and the school development plan which should be used as a monitoring tool. School policies are very useful documents which can also reduce conflicts that may arise between educators and the principal and between the entire school staff and the SGBs. In light of the above, my view is that policies are documents which express the SGBs expectations of what the school should aim at achieving; the staff members' responsibility is to decide on the direction the school should take in order to achieve these goals.

In developing a language policy for the school, the SGB must consult widely and hold discussions with all stakeholders – parents, learners, educators, business (i.e., possible employers) and the entire community. In a country with eleven official languages SGBs must consider both local and broader contexts of the community, school and learners before choosing the language for instruction. The use of indigenous languages, the transformation of the curriculum through Africanisation, schools' acceptance of other kinds of knowing should be the priority of the SGBs to ensure that there is curriculum transformation in these schools.

All school policies must be aligned to the National and Provincial legislation. Policy formulation should be conducted democratically. SGBs must be able to review current school policies and either amend existing policy or develop appropriate ones. When a school defines policies, most disruptive issues are eradicated because there are agreed ways on how things are done in a particular school (Guidelines for Capacity Building of School Governing Body Members, 2015:17).

3.4.2 Financial management

Proper management of school finances is pivotal to the success of teaching and learning endeavours in schools. Equally important is financial accountability, which, according to legislation, is a legal requirement in all schools. Sections 36 and 43 of the South African Schools Act No. 84 of 1996 (as amended) (RSA, 1996) make it mandatory for schools to

manage school funds and take responsibility to implement financial accountability processes. This implies ensuring effective, efficient, economical and transparent use of finances and other resources within schools, which includes taking appropriate steps to prevent any unauthorised, irregular, fruitless and wasteful expenditure, which implies accountability for the schools finances (RSA, 1999).

Section 37(1) of SASA (1996) states that the SGB of a public school must establish a school fund and must administer it in accordance with directions issued by the Head of Department. Furthermore, section 37 (3) of SASA states that the SGBs in public schools must open and maintain one banking account, but they are also given an option of investing surplus money in other accounts, subject to approval by the executive council. SGBs are authorised to raise school funds, control their utilisation, prepare and present the school budget. Financial management is one of the key functions of the SGBs. In terms of the law, the SGB is a registered entity and a Section 21 company and is therefore responsible for management and control of public school finance and the implementation of finance policy (Mothobi, 2015:12).

Section 36(1) of SASA (1996) states that the SGB must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners by:

- leasing immovable property of the school to provide for school activities or to supplement the school fund; and
- Allowing any person to conduct any business on school property to supplement the school fund (SASA, 36:4a). Furthermore, section 39 (1) of SASA states that the SGB may determine and charge school fees at a public school only if a resolution to do so has been adopted by a majority of parents attending the meeting.

According Section 41 of SASA, SGBs are required to enforce the payment of school fees. Furthermore, in terms of the current legislation, SGBs have been given powers to recover the school fees. According to Section 41 of SASA (1996), if a parent fails to pay school fees or a part thereof, then steps to recover school fee must be taken. SGBs have the capacity to use

legal procedures to ensure parents pay the outstanding fees. In this, SGBs can consult an attorney to institute the necessary procedures against the non-paying parent.

SASA (1996), section 43(1) stipulate that the governing body must follow prescribed accounting procedures in keeping its books and must report on its financial activities on an annual basis to the provincial Head of Department. In executing the above duty, the SGBs are required to appoint a registered accountant and auditor to take cognisance of all the income, expenses and financial transactions at the school. Furthermore, Section 38(1) of SASA (1996) state that a SGB of a public school must prepare a budget each year according to prescriptions determined by the Member of the Executive Council in a Provincial gazette, which shows the estimated income and expenditure of the schools for the following financial year.

Before the budget referred to above is approved by the SGB, it must be presented to a general meeting of parents convened with at least 30 days' notice, for the consideration and approval by a majority of parents present and voting. Parents, in consultations with the SGB, need to approve of the budget and decide on the amount of school fees before authorising the final budgetary amount. In terms of the law, the responsibility of the SGB is to prepare the financial report, determine the budget and have clear financial goals. School fees should be solely for educational purposes and SGBs need to ensure that they meet the educational needs of the learners.

3.5 BARRIERS EXPERIENCED BY SGBs IN EXECUTING THEIR FUNCTIONS

In 1994, the ANC-led government made commitments to redress the imbalances of the past by providing capacity building of SGBs. School governance in South Africa is the single most important organisation in education that experiences apparently insurmountable challenges, after 24 years of the enactment of the South African Schools Act (Ngobeni, 2015: iv). Furthermore, Ngobeni (2015: iv) indicates that efforts to have effective school governance fall far short of their intended outcomes. Despite various attempts aimed at training and capacity building of SGBs and the increase in financial resources, studies abound which report numerous challenges in the governance of schools in South Africa.

I then argue that basic among the school governance challenges is the capacity to govern. While the provincial department of education, through functional units at head offices and at district levels, have engaged in the training of SGBs, the actual enactment of these roles is often less than ideal. The very essence and effectiveness of the training that school governors receive is often questionable. Among other training constraints, Ntsele (2014:5) reports that the quality of training does not adequately empower SGB members to manage effectively. SGB members are not trained before they start their work and this results in challenges such as lack of familiarity with meeting procedures, problems with the language mostly used in their meetings, difficulties in managing large volumes of information, not knowing how to contribute during discussions, not knowing the relevant legislation which governs their term of reference, feeling intimidated by other SGB members who are more knowledgeable and perceiving their roles as simply endorsing more vocal members' decisions. This can be attributed to irrelevant and inadequate training of SGB members, which does not really address their core functions.

The following section discusses in details the challenges faced by the SGBs.

3.5.1 Clarity with regards to roles and responsibilities

Generally, roles are positions team members assume or parts that they play in a particular operation or process (e.g., a role an individual might assume is that of SGB chairperson). On the other hand, responsibility is the specific task or duty that members are expected to complete as a function of their roles (e.g., some responsibilities of a person in the role of team member might include making sure that minutes reflect all what was discussed in the meeting) (Teamwork Exercise, 2013). The weaknesses of the SGB which I have observed in my school as well as in other schools is that most principals and parents are uncomfortable with the authority given to the SGB by legislation. Some principals and teachers who perceive themselves as professionals undermine parents especially in rural and township schools where most parents are poorly educated. This is in contrast to most teachers and principals in urban schools who feel threatened by parents who are mostly professionals and tend to be more educated than most school personnel. I therefore argue that in both poor and suburban schools, tension exists between the school personnel and parents. Schools either complain of lack of parental involvement or over-involvement of parents in the running of the school. It therefore

becomes important to define what parental involvement in their children's education should entail for these different school types (Thekiso, 2014:37).

Such behaviours weaken the functioning of the SGBs. Some members of the SGBs feel they are inadequately prepared to perform their roles and functions. They appear to be afraid to raise their opinion as principals are more knowledgeable than them. They therefore do not actively participate during meetings but prefer to remain quiet. This is confirmed by Thekiso's (2013) study, which states that most SGB meetings are dominated by the principals who are often eager to state their opinion on issues raised in such meetings. Principals and teachers are of the opinion that uneducated parents are not equipped with the necessary knowledge to manage schools. Thekiso (2013:37) claims that teaching personnel believe that parents are not equipped to participate in such matters and should not interfere in the professional and academic running of schools. This is despite the fact that parents are given such powers by SASA. I argue that the decision-making powers given to parents in the running of the schools has now created a tension between the SGBs and the school personnel, namely the principal and teachers. The tension between the school personnel and the SGB is also confirmed by Bagarette (2011:227) who claims that such tensions disturb the power relations in many schools. Erikson (2012) argues that without clear role descriptions, members are more likely to waste their energies negotiating their roles within their teams rather than focussing on the productive tasks. He further points out that often the weaknesses of every organisation is prompted by lack of knowledge on the side of the leadership, whereby one finds out that people leading them are not even sure of what role to play and how to execute their functions. This causes many problems and confusion in organisations and such organization become unsuccessful. To summarise the above, without role clarity members often get involved in unnecessary politics (Erikson, 2012). According to John (2012), the most frequent challenge across all schools is lack of clarity of the role of the SGB in schools. It is therefore argued in conclusion that most SGBs in affluent communities are of the opinion that they are above the school principals and therefore see their main responsibility as overseeing the running of the school and as such are reluctant to work closely and cooperatively with the school principals. Conversely, in poor schools most members of the SGBs are uneducated their contribution tends to be minimal with most members only endorsing the principals' decisions.

3.5.2 School Governing Bodies' lack of capacity

Ngobeni (2015:4) highlights an important challenge in SGBs from previously disadvantaged communities, namely, lack of the necessary knowledge in formulating policies and lack of financial management and, consequently, the inability to work out practical solutions to problems.

Another problem which besets parents in the previously disadvantaged communities in South Africa is that at least 2, 2 million South Africans are illiterate (Statistics South Africa, 2016). This impacts on the ability of parent members on the SGBs to play an active role in decision-making. It also affects the relationship between the school and its teachers and the community. Teachers expressed the view that illiterate parents with little or no experience of schooling had little to contribute to school governance and the education of their children. I however argue that the above is not true because SGBs in disadvantaged areas are able to work cooperatively with their principals and teachers.

In this regard, Xaba (2011:202) contends that illiteracy among SGB members, especially parent-governors, may contribute to their own inefficacy and argues that this is possible because illiteracy precludes parents from accessing relevant information. To this end and in relation to the problem of illiteracy, Xaba (2011:202) further points out that many SGBs, particularly in less advantaged areas lack the required skills and experience to exercise their powers. John (2012) mentions that the Chief Executive of Federation of Governing Bodies in South Africa stated that in many schools there is an imbalance of power as a result of a high level of illiteracy among adults, especially in rural areas, and teachers are the only ones who can read or write.

3.5.3 Challenges in handling of staff appointments.

Another challenge facing the principals and SGBs is the handling of educators' appointments in schools. According to section 20(1)(f) SASA, the SGB recommends to the Head of Department the employment of educators at the schools, subject to the Employment of Educators Act, (1995) and the Labour Relation Act, (1995). However, Dyantyi (2014:52) points out that some parents are not knowledgeable about the intricacies of the teaching

profession and lack expertise to evaluate professional educators. Subsequently, the employment of educators is characterised by a high incidence of nepotism. Thus, “educator posts are awarded to people who have friends and family members on the SGBs” (Dladla, 2013:39). Such practices may not be in the interest of the school and thus contradict section 20 (1) (a) of the SASA, which states that the SGB must strive to ensure its development through the provision of quality education to all learners in schools and promote the best interests of the schools. Baruth (2013:118) identified the following challenges with regard to the appointments of staff in British schools;

There are many reported cases of strong disagreements erupting between the School Management Teams (SMT) and the SGBs. Reported cases of conflict between the principal and the SGBs result from the SGB members’ lack of understanding of their roles and functions in recommending staff appointments. Further problems are caused when school principals are perceived to make personal preferences or are open to extortion and bribery. Baruth (2013:19) reported that some SGB members broke their sworn confidentiality during the interview process and this flawed the entire process. Most conflicts escalate over the appointment of additional members of the SGB who lacked the knowledge and skills about the effective governance and management of their schools.

Inflexible and inefficient governance within the SGBs creates greater frustration and stress resulting in lack of productivity (Baruth, 2013:119). Many incidents of unprofessional staff appointment decisions made by SGBs are also reported. Some schools experience challenges because of faulty decisions made by SGBs in appointing staff members in various schools (Baruth, 2013:119). These problematic situations have compromised staff appointments.

3.5.4 Challenges in administering school finances

Proper management of school finances is pivotal to the success of teaching and learning and the smooth running of schools. Equally important is financial accountability, which is, according to legislation, a legal requirement at schools. Sections 36 and 43 of the South African Schools Act No. 84 of 1996 (as amended) (Republic of South Africa, 1996) make it mandatory for school to manage school funds and take responsibility to implement all the necessary financial accountability processes. This implies ensuring effective, efficient, economical and

transparent use of finances and other resources within the schools, which includes taking appropriate steps to prevent any unauthorised, irregular, fruitless and wasteful expenditure (Republic of South Africa, 1999).

Mestry and Bodalina (2015:432) argue that many SGBs lack the necessary financial skills to develop practical budgets and procure physical resources economically for their schools. They further cite a Centre for Education, Policy and Development (CEPD) study that found lack of transparency at some schools, which led to mistrust among stakeholders. Baruth (2013:114) further states that tensions among the SGBs and principals caused the former to become unproductive. Ngobeni (2015:25) maintains that SGBs are not well trained and as such, they do not know what is expected of them with regard to finances. They only sign cheques and do not work according to the budget. This suggests that schools with poorly educated SGB members suffer from budget deficits and do not receive qualified audited financial statement.

3.6 ADDRESSING SCHOOL GOVERNING BODIES' BARRIERS

The problems experienced by SGBs could be addressed by implementing the following steps.

3.6.1 Clarity with regards to roles and responsibilities

Lack of clarity of the roles of the School Management Team (SMT) and the SGB should be addressed. Yet their roles are clarified by the SASA (RSA, 1996) which states that the day-to-day professional management of the school should be the responsibility of the SMT and governance and development issues should be the responsibility of the SGB.

According to section 20(1)(a) of the SASA, the major role of the SGBs is to promote the best interests of the school and to strive to ensure its development through the provision of quality education. Bapela (2012:4) states that the SGB stands in a position of trust towards the school and should therefore act in good faith and not engage in any unlawful conduct or conduct that may jeopardise the school. This implies that SGBs must synergise their operative efforts towards the provision of quality education for learners. Serving and promoting the best interest of the schools also find expression in roles detailed in Section 20(e-j), which include supporting the principal, educators and other staff members in the execution of their professional

functions. These include roles and functions such as administering and controlling school property, buildings and grounds and recommending the appointment of non-educator staff at the school to the Head of Department, subject to the Public Service Act, Proclamation No.103 of 1994, and the Labour Relations Act, No. 66 of 1995 (SASA,20(e-j)).

SASA (1996) section 16(1) and section 16(2) specifically differentiate the role functions of the SGB's and the principals. The school principals' functions within the jurisdiction of the SMT provides oversight in the professional management of the school. Management functions include the implementation and administration of school policies in the day-to-day running of the school (Illonga, 2016:4). Governance refers to the collective decisions of the SGBs to manage collective matters with the intention to resolve them (Baruth, 2013). In regard to governance, the SGB sets direction for the school through the formulation of policies and monitoring their implementation. In other words, governance entails the managing and controlling of the school for its success and effectiveness (Illonga, 2016:04).

Management and governance are interwoven and cannot be separated. Although the separation of functions is stipulated in SASA, much debate has arisen over the interchangeable roles of the SMT's and SGBs. Significantly, the functions of the SGBs and principals cannot be separated as they are intertwined. It is thus difficult to make a clear distinction between governance and management as many decisions require the inputs of the SMT's and the SGBs. It is evident therefore, that there a thin line between the functions of the SGBs and the SMTs as their functions mostly overlap hence, the tension between the two organisations. Yacopetti (2017) states that collaboration improves when roles are clearly defined and well understood. Team behaviour improves when members' roles are clearly defined as they are able to work independently and as such members tend to be more productive.

Yacopetti (2017) further mentions the following benefits of role description. It:

- Ensures that the position is well defined and understood;
- Demonstrates how the organisation is structured and organised;
- Promotes alignment with, and provides context for organisation, culture, values and purpose;
- Provides clear roles, responsibility and accountability; and

- Defines how roles fit within the organisation and how they intersect with other roles, workflows and teams.

3.6.2 Capacity building of SGBs

According to section 19(a) of SASA, the Provincial Legislature and the Head of Department must establish a programme to provide introductory training for newly elected SGBs to enable them to perform their functions effectively. The Provincial Head of Department must also provide follow up training to SGBs, not only to promote the effective performance of their functions, but also to enable them to assume additional functions. After the election of the SGB's, there must be training intervention and their responsibilities should be highlighted during their training. SGB members must be equipped with skills to deal with the school finances. The training sessions should be on continuous basis based on needs and should be strengthened to equip SGB's with the requisite skills to perform their duties efficiently and effectively (Thenga, 2012:5).

During orientation SGBs are trained how to form various structures such as the fund raising structure. To ensure the established structures function optimally, the functions of each structure should be made clear and the following guidelines are provided in this regard. The structure should:

- Be given specific activities and functions;
- Report regularly and be accountable to the SGBs;
- Understand what the other structures are doing so as to avoid duplication;
- Support each other and not fight over resources;
- Be aware of the priorities of the school at all times; and
- Have a chairperson who is a member of the SGB who will direct, guide and report on its activities (Ngobeni, 2015).

According to the Gauteng Education Act (1997:111) the members of SBGs should build a good relationship among themselves and promote team cohesion. It will become easier for SGBs to share opinions, make decisions and resolve conflicts in a positive manner if they work as a team. The SGBs must hold regular meetings to build an effective team. The training should

show the SGB's how to build positive relationships with other parents and community members. The SGBs must communicate with parents and the community on a regular basis (Gauteng Education Act 1997:34).

3.6.3 Strategies in administering school finances

School financial accountability is a function of proper financial accounting and reporting processes. According to Ntsele (2014:57), financial accountability is a moral as well as a legal duty, placed on an individual, group or organisation, to explain how funds, equipment or authority given by a third party are used; in schools this includes parents and the Department of Education. Accountability has become a collective responsibility which should include all stakeholders. Furthermore, Ntsele (2014:56) states that the implications for the principal and the SGB is that they must deal with funds in a responsible manner and be accountable to parents, the learners, the community and the Department of Education. Schools' financial accountability, therefore, stems from the notion of accountability which implies reporting about school finances to school stakeholders. The school financial accounting involves both the responsibility of the principal and the SGB to analyse and interpret receipt, expenditures, assets and the school financial liabilities. It enables them to see if the school's finances are spent in accordance with the school budget. I therefore, argue that to be accountable is to be responsible, explicit about the obligations and answerable for one's actions.

Section 16(1) of the Schools Act locates the governance of schools in SGBs, elected democratically by school stakeholders. According to section 37(1) of SASA, the SGB is charged with the financial accountability function of school financial management which, as alluded to earlier, entails an obligation to account for the financial actions as is legally prescribed. This is provided for in terms of establishing a school fund, collecting and controlling funds and, most importantly, ensuring that school funds are used exclusively for educational purposes (SASA,37 (3)(a)) In this regard, the Schools Act (Funding of Public Schools: Chapter 4) specifically directs that the school governing body must, inter alia, prepare a budget each year according to guidelines determined by the Member of the Executive Council, which must be tabled before and be approved by the general meeting of parents; keep records of funds received and spent by the school and keep a record of its assets, liabilities and financial transactions; and as soon as practicable, but not later than three months after the end

of each financial year, draw up annual financial statements in accordance with guidelines determined by the Member of the Executive Council. SGBs can achieve this by adopting and implementing best financial accounting practices (Republic of South Africa, 1999) which include ensuring:

- the systems of financial management and internal control established for the school are carried out;
- the effective, efficient, economical and transparent use of financial and other resources; and
- effective and appropriate steps are taken to prevent any irregular or fruitless and wasteful expenditure and responsibility for the management, including the safeguarding of the assets and the management of the liabilities.

Section 43(1–2) of the Schools Acts also states that the governing body must appoint a person registered as an accountant and auditor in terms of the Public Accountants and Auditors Act, 1991 (Act No. 80 of 1991) to audit the records and financial statements. If the audit is not reasonably practicable, the governing body of a public school must appoint a person to examine and report on the records and financial statements. Such a person must be qualified to perform the duties of an accounting officer in terms of the relevant Act or a person who is approved by the Member of the Executive Council for this purpose.

The provisions of the Schools Act, in so far as financial accountability is concerned, imply a reporting function. The Act, as directive to SGBs and school principals, locates financial accountability within a legal framework and thus implies that schools are, by law, obliged to adhere to principles of school financial accountability. This can be realised through the implementation of proper financial management and accounting systems which, in essence, imply effective financial management and include, as main elements, budgeting, auditing and reporting (Xaba & Ngubane, 2015:140).

According to SASA, section 42, the governing body is obliged to report on school finances, particularly to the State and to the parents. In the case of the State, the SGB should submit audited annual financial statements to the Department of Education while, in the case of the

parents, the governing body can report by availing audited financial statements for self-scrutiny, reporting at the parents' annual general meeting or issuing special newsletters.

3.7 SUMMARY

The above discussion outlined literature pertaining to the governance system prior to 1994 and after 1994 as well as the roles and responsibilities of the SGBs. It also highlighted the numerous challenges experienced by the SGBs in executing their duties in schools and finally the strategies to overcome the challenges. It is not possible to discuss all aspects concerning the roles and responsibilities of the SGBs in schools in this study. However, an attempt was made to capture the most important points that are relevant to this study.

In the next chapter I will provide a detailed discussion of the methodology that was used in this study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In chapter three relevant literature was discussed regarding the roles and responsibilities of the SGBs in South African schools to situate the study within the context. This chapter presents the research design, research population, sampling method, data collection instrument, data analysis, reliability, validity, limitation of the study and ethical considerations taken during the course of this study. A qualitative research methodology was used in order to obtain an insider perspective with regard to school governance. This process gave insight into the roles and responsibilities of SGBs as well as the challenges they experience in the executing their duties. The focus on the literature study was twofold. Firstly, the literature study was undertaken to enable me to discuss different leadership theories and to critique them (cf. chapter two). The literature studied enable me to contextualise the leadership role of the SGBs in selected South African secondary schools. Secondly, the literature study was conducted in order to enable me conduct an enquiry into existing research in the field of school governance in different geographic contexts that is, both rural and urban secondary schools in South Africa. In this regard the literature study assisted in demarcating the problem as well the identification of the knowledge gap. Furthermore, the reviewed literature assisted with the choice of the research methods to be used as well as the choice of the research instruments.

Data for this study was collected in natural settings in which the key sources of data live in that specific context. The study is highly descriptive with emphasis on specifics. I acted as the main research instrument in both data collection and data analysis in this study. The chosen research design for this study is a case study. The case study was chosen because it is a strategy for conducting research which involves an empirical enquiry that investigates a popular contemporary phenomenon within its real-life context wherein the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (Maree, 2013:75).

4.2 RESEARCH METHODOLOGY

ata for this study was collected using literature review as well as empirical investigation. The literature study elaborated on the theoretical framework that underpins this study (cf. chapter 2). Furthermore, the literature study also situated this study within the South African context (cf. chapter 3). This chapter discuss the data collection methods using empirical investigation. In this research, I used a qualitative research design. According to Schumacher and MacMillan (2014:344), qualitative research methodology refers to an in- depth study using face-to face or observation techniques to collect data from people in their settings, hence qualitative.

The reason for using qualitative research method was that what was studied took place in the real world of the teachers, principals, non-teaching staff and the SGBs. The participants described their everyday experiences relating to leadership role of the SGBs in selected South African secondary schools. Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions. McMillan and Schumacher (2014:21) argue that qualitative research is an inquiry in which researchers collect data through interaction with the research participants in their natural environment and face-to-face situations by interacting with selected persons in their settings. Maree (2013:55) claims that qualitative researchers believe that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values, and that the way of knowing reality is by exploring the experiences of others regarding a specific phenomenon – an attempt to see how others have constructed reality by asking questions

In this study, I explored the life experiences of the SGBs in their roles in different schools with the same context, which is rural settings, to give meaning to these experiences. Through the use of the qualitative research approach, insight was gained of the views of the research participants. I was also able to explore the depth, richness and complexity inherent to different ways used by SGBs to govern schools. This type of research approach allowed me to collect participants' meaning, to study the context or setting of the participants, to focus on a single phenomenon and to collaborate with the participants (Creswell, 2013: 119).

Qualitative research is based more on post-positivistic philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions of the situations.

Maree (2013:51) also states that qualitative research is concerned with the understanding of the processes and social and cultural contexts which underline various behavioural patterns and is mostly concerned with the exploring the 'why' questions of research. Maringa (2016) further asserts that the qualitative approach is deemed the most appropriate for describing and understanding human behaviour.

Luphoko (2014:45) claims that a qualitative researcher conducts detailed examination of cases that arise in the natural flow of the social life of participants. According to Maree (2013:51), qualitative research typically studies people or systems by interacting with or observing the participants in their natural environment, focusing on the meaning and interpretations they attach to various events within their environments.

Schumacher and MacMillan (2014:345) highlight the following key characteristics of qualitative research:

- Natural settings – study of behaviour as it occurs or occurred;
- Context sensibility – consideration of situational factors;
- Direct data collection - researcher collects data directly from the source;
- Rich narrative description - detailed narratives that provide in-depth understanding of behaviour;
- Process orientation – focus on why and how behaviour occurs;
- Inductive data analysis – generalisations are induced from synthesising gathered information;
- Participants perspective – focus on participant understanding, descriptions, labels and meanings;
- Emergent design – the design evolves and changes as the study takes place; and
- Complexity in understanding and explanation – understanding and explanation are complex with multiple perspectives.

I considered the qualitative research method as an appropriate method of data collection for this empirical investigation as my intention was to explore the leadership role of the SGB's in selected South African secondary schools. According to Ndyantyi (2014:75), qualitative research has the following key characteristics:

- The attention to detail, the ability to embrace both verbal and non-verbal behaviour, to penetrate fronts, discover meanings and reveal the subtly and complexity of cases or issues;
- Portraying perspectives and conveying feelings and experiences;
- Actions are contextualised within situations and time;
- Theory is generated from the empirical data and consequently, there is closeness of fit between theory and data;
- Participants own their experience, disposition and interests as related to the research and provide the researcher with opportunities to advance their research.

Ndyantyi (2014:76), further summarises the advantages of qualitative research as follows:

- It enables the researcher to study human experiences in-depth;
- The method stays closer to the experiences of the participants; and
- It gives the people who will read the findings a deeper understanding of what was discovered.

4.3 THE ROLE OF THE RESEARCHER

I am a school principal of a secondary school and have been working with the SGB for 13 years. I have observed bias in SGB members while I was interacting with them. In controlling subjectivity and bias, I played the role of an outsider. In playing my role as a researcher, I embraced an attitude of “epoche”, which is an ability to suspend, distance oneself and bracket one’s judgment. I became attentive, tolerant, sympathetic, disciplined and acted with integrity towards the participants throughout the interview

I became the data-gathering instrument because I talked to people in their natural setting, observed their activities, read their documents and written records and recorded this information. In further describing my role as a researcher, I acted like a ‘sponge’, that is, throughout the interview I was expected to minimise talking and maximise hearing, in order to enhance the trustworthiness of the study and to ensure that participants felt free and at ease. In order to gather the above-mentioned information, a research design was required and this is discussed in the next section,

Furthermore, my role as a researcher entailed being an active participant as interviewer, which included me as a vital part of data since I was involved in the experiences of the research participants. I continually recognised participants' bias, values and personal interests with regard to the study. I also observed and listened carefully and I continuously complied with all ethical guidelines. In this study, my functional roles entailed the role of a transcriber and a data analyst concerning the interviews as well as triangulating data. In addition, I fulfilled the role of designer and analyser of questions, which has already been referred to elsewhere.

4.4 RESEARCH DESIGN

According to Baruth, (2013:173) a research design is a “blue print or detailed plan on how a research study is conducted. It is an overall plan of how data is collected and analysed. In other words, a master plan will eventually bring about the research.” Leedy and Ormrod,(2010:8) assert that a research design is a general strategy for solving a research problem and it provides an overall structure for the procedures the researcher follows, the data researcher collects and the analysis the researcher conducts. Maree (2013:70) further states that a research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.

A research design also indicates how the research objectives will be attained and how they will assist in reaching a conclusion or solution to the research problem (Illonga, 2016:71) Dyantyi (2014:76) states that the purpose of a research design is to plan and structure a given research study in a manner that maximises the validity of the research findings. Dyantyi (2014:76) further states that a research design is a plan according to which research participants (subjects) are selected and information gathered from them. The research design assists researchers describing how they will collect data from the research participants with the view of finding solutions to the research problem being investigated. Creswell (2013) claims that in qualitative research the researcher takes the following aspects into account:

- The primary concern is with the process rather than the product;
- There is an interest in meaning, mainly how people make sense of their lives, experiences and their structure of the world;

- The qualitative researcher is a primary instrument for data collection and for data analysis rather than the researcher using inventories, questionnaires and machines;
- The involvement of the field work on which the researcher physically goes to the people, settings, sites or institutions in order to observe and record behaviour in its natural setting is important;
- The design involves description in that the researcher is interested in a process of meaning and understanding gained through words or pictures;
- The process of qualitative research is inductive in that the researcher builds obstructions, concepts, and theories from detail.

This study adopted a case study design. A case study has a particularistic manner (case studies focus on a particular situation, event, programme or phenomenon taking into consideration a holistic view), a descriptive manner (meaning the end product of a case study is a rich, thick description of the phenomenon under study) and a heuristic manner (meaning that case studies illuminate readers' understanding of the phenomenon being studied) (Brown, 2008:3). According to Johnson and Christensen (2012), a case study is used to describe one or more cases in-depth in order to address the research questions. Leedy and Ormrod (2010) claim that a case study examines a case over time in detail, employing multiple sources of data found in the setting. I employed a case study design for this study in order to find out SGB's viewpoints of their roles in the administration of the school programs (Maringa, 2016: 182). In case studies, the researcher explores a programme, an event, an activity, a process, or one or more individuals in depth, and collects detailed information from the research participants (Cresswell, 2013: 15).

In conclusion, the following were the main factors that influenced me to prefer a case study over other research strategies:

- Satisfying the criteria for selecting case study strategy;
- Appropriateness to investigate the research in hand;
- Ability to accommodate different research techniques;
- Compatibility with the philosophical viewpoint;
- Suitability of case study research over other research strategies; and

- Opportunity presented by being part of a wider research study (Wedawatta, Ingirige & Amaratunga, 2011)

Various approaches that were used in this qualitative case study are discussed in the section that follows.

4.5 POPULATION AND SAMPLE

4.5.1 Target population

According to Illonga (2016:73), a population is any group of individuals with at least one characteristic in common which distinguishes it from other individuals, Rangongo (2011) encompasses the entire collection of a case in order to draw a conclusion. According to Maringa (2016:66), a population can be defined as a group of elements or cases, individuals, objectives or events that conform to specific criteria and to which research results can be drawn. According to Dyantyi (2014:78), the target population is the group of participants being focused on by the study and in most instances groups being studied are too large for all members to participate, making it necessary for a sample to be selected from which data may be collected.

The target population of this study was:

- Parent governors of the sampled secondary schools;
- Principals of the sampled schools because they are resource persons and ex-officio members on the SGB's;
- Teacher governors of sampled secondary schools; and
- Non-teaching staff of the sampled secondary schools.

In this study, a total number of 16 participants participated in this research project.

4.5.2 Research sample

For the purpose of this study, I used purposeful sampling, to ensure that the sample comprised information-rich participants. Creswell (2013) states that in purposive sampling, participants are chosen on purpose, because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating. Another reason for using purposive sampling is that it is most successful when data review and analysis are done in conjunction with data collection (Maree, 2013:79)

Data for this study was collected from four schools which were purposefully selected in the Nkomazi West Circuit, Ehlanzeni District, Mpumalanga Province. The criteria used for the selection of the schools were as follows: geographic location which is close to where I work, which allowed me to collect data after work since I am a school principal; and school functionality based on Grade 12 results for the past five years. Schools with high pass rates were assumed to be functional and those with low pass rates were assumed to be dysfunctional. Since the aim of the study was to investigate the effectiveness of the SGBs in their governance role within their respective schools, members of the SGBs were selected to participate in this study. This study sample comprised: one principal, one educator, one parent member of the SGB and one non-teaching staff in each of the four schools chosen as to participate in the study. The total number of research participants for this study was 16.

According to Kumar (2011:193), sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. Illonga (2016:73) asserts that a sample is a small proportion of the population that is selected for observation and analysis. Giving the reason behind sampling Palinkas, Horwitz, Green, Wisdom, Duan and Hogwood (2013:1) state that “sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest.”

According to David and Sutton (2011), one of the key requirements for sampling is that the selected sample is not biased by either over-or-under-representing different sections of the population. Ndou (2012) argues that in purposive sampling, the units are selected according to

the researcher's own knowledge and opinion about which ones they think will be appropriate to the topic area.

According to David and Sutton (2011), the quality of the final sample will depend on the following:

- A well-defined research problem;
- A clearly defined and identifiable population to be researched;
- The availability of a suitable sampling frame that holds an accurate list of the sampling units in the population;
- Identifying a sample size large enough to gather enough evidence on the target group and any sub-groups of interests;
- Identifiable bias in the response and non-response in the sampling units; and
- Other as yet unidentified forms of bias in the research process.

According to Gay, Mills and Airasian in Ndou (2012), there are several basic issues that need be considered in determining the sample size:

- The type of research approach to be used (quantitatively or qualitatively);
- The number of variables to be controlled;
- The representation of the sample with respect to the community; and
- The amount of time, money and capacity of the researcher.

The composition of the sample consisted of four principals, four parent governors, four teacher governors and four non-teaching staff. Schools that were easily accessible were targeted in order to save time and travelling expenses. The criteria for selection of schools was also based on knowledge that I had of schools. In this case, I selected functional schools as well as dysfunctional schools. The schools with good Grade 12 results were regarded as functional and the dysfunctional schools were those with poor results. Student academic success has been linked with effective governance whereas schools marked by low academic success lack efficient school governance. Other criteria used in selection of schools included:

- Geographical location of the schools, the participants involved in the study were

chosen from schools within Nkomazi west circuit.

- Type of schools

Selected participants from schools that are experiencing governance challenges and those managing themselves effectively.

- Experience

All the selected participants have been in the governance position for a period of more than five years.

4.6 DATA COLLECTION INSTRUMENTS

Cohen, Manion and Marrison (2011:181) define data collection as the use of variety of techniques for gathering information. Leedy and Ormrod (2012:143) mention the following forms of data collection; observation, interviews, objects, written documents, audio-visual material, electronic documents and anything that can help researchers answer their research questions. In this study the following research instruments were used to collect data: interviews, observation and document analysis. Data collection was conducted in two phases. The first phase of data collection was interviews and observations; this was followed by the second phase of data collection wherein document analysis was conducted. The various phases of data collection are discussed in the section below.

4.6.1 Phase one of data collection

a) Interviews

For the purpose of this study, I conducted four focus group interviews with the SGBs. The interviews took place in their schools: in the classrooms or boardrooms. Dilshad (2013:192) states that focus group consists of a small group of people, usually between six and nine in number, who are brought together by the researcher to explore attitudes and perceptions, feelings and ideas about a particular topic. A focus group interview provides a setting for the relatively homogeneous group to reflect on the questions asked by the interviewer. The focus group interviews lasted for 60 minutes. Participants are encouraged to interact with each other

and not merely respond to the moderator. In this way, a range of complexity of attitudes and beliefs can emerge. Focus groups offer an opportunity for immediate feedback or clarification on one's viewpoint, with the contributions of other group members. Focus group enable researchers to take into account not only what is said but also gestures, facial expressions and other forms of non-verbal communication. Focus groups further allow researchers to explore the unanticipated aspects of the problem under study.

I also conducted four individual interviews with the school principals. The interviews took place in their offices after school, so as not to interfere with their school work/routine. An interview guide consisting of twenty-five questions was used and each interview lasted for a period of 60 minutes. All interviews were recorded with the principals' permission. I also wrote my own notes in the research journal during each data collection phase. This assisted me with the transcription of data for analysis purpose.

An interview is a two-way conversation in which the interviewer asks the participants question to collect data and learn about the ideas, beliefs, views, opinions and behaviours of the participant (Maree, 2013:83-84). Alshenqeeti (2014) adds that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Accumulating such meanings can be done in various ways, of which face-to-face interviews are the most common. Data were collected through face -to-face interviews with the principals, parent governors, teacher governors and non- teaching staff responded to the interview questions.

Interview questions were semi-structured consisting of both open ended and closed questions. Open-ended questions were meant to provide research participants an opportunity to provide detailed explanations of their views on questions asked. Interviews have certain advantages, which include (Rangongo, 2011):

- Exploring, probing and searching for what is specifically significant about a person or situation;
- Determining how individuals perceive their situation; its meaning to them; what is specifically significant about it; what might be significant to others but less significant

- to them; how come to be what it is and how they think it will be changed in the future;
- Finding explanations of discrepancies between the observed and the expected effects; and
- Finding explanations for deviations from common behaviour.

Furthermore, Mpanza (2015:48) states that semi-structured interviews offer participants latitude to express their experiences, thoughts, feelings, and views regarding how they addressed factors affecting their morale. Interviews were audiotaped to get the correct verbatim record unless it will not be in the interest of the participants. Ten semi-structured interview questions were set and administered to principals, parent governors, teacher governors and non-teaching staff (cf. Annexure A).

According to Madziwa (2016), interviews are a key qualitative data collection method for social research. There are many reasons to use interviews for collecting data and using it as a research instrument. They are mainly useful in cases where there is need to attain highly personalized data, as well as in cases where there are opportunities for probing to get underlying factors. They also become a viable option where there are limited participants and a good return rate is important, also where participants are not fluent in the native language of a country, or where they have difficulties with written language (Madziwa, 2016).

According to Cohen et al. (2011), interviews provide opportunities for the following:

- Gathering data through verbal interaction between individuals;
- Gaining in-depth understanding of participants and following up, where necessary, for purposes of clarity;
- Fostering mutual respect and sharing of information with the participants;
- Establishing rapport with the participants and therefore gaining cooperation; and
- Conducting interviews in natural and relaxed settings.

According to Dyantyi (2014:80), the following are some of the advantages of conducting interviews:

- Flexibility: An interviewer is able to probe for responses that are more specific; people who are unable to read and write can still answer questions in an interview (response rate).

- Non-verbal behaviour: The interviewer is able to observe non-verbal behaviour and to assess the validity of the participants' responses.
- Spontaneity: The interviewer can record spontaneous answers, which may be more informative.

In conclusion, with regard to the advantages of interviews and to make my position clear, I followed Alshenqeeti (2014) who maintains that, although interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods "providing in-depth information about participants' inner values and beliefs." Alshenqeeti (2014) further states that using observation as a supplement to interviews allows researchers investigate participants' external behaviour and internal beliefs. Therefore, although it depends on the research questions, I would argue that using more than one data collection instrument would help obtaining richer data validating the research findings.

Observation is discussed next as data collection method in this study.

b) Observation

According to Maree (2013:83-84), observation is a systematic process of reading the behavioural patterns of participants, objects and occurrences without necessarily questioning them. De Vos, Strydom, Fouche and Delport (2011:277-281) define observation as the strategy used as a principal data-gathering strategy in qualitative research because researchers are interested in the ways in which people usually make sense of or attach meaning to the world around them. Four days were spent with the research participants in their natural setting where information was gathered through observing proceedings in SGB meetings. SGB meetings and their governance activities were observed.

In this study, observation was used because it is non-intrusive and does not require interaction with the participants; the observation can be conducted inconspicuously. In fact, there are settings and types of behaviour, which could not be studied through other more blatant methods. Another strength associated with observation lies in its flexibility to yield insight into new realities. I conducted non-participant observation. According to Cohen, Manion, and Marrison (2011), non-participant observers stand aloof from the group activities of the

participants. As non-participant observer, I was an outsider who sat at the back of the classroom during SGB meetings and made videos recordings what was happening in the classroom. In conclusion, observation was used because of the following advantages:

- Access to situations and people where questionnaires and interviews are impossible or are inappropriate to use;
- Access to people in real life situations;
- Good for explaining meaning and context;
- Can be strong on validity and in-depth understanding (Compass.Port, 2012:4)

Finally, document analysis is discussed next as the data collection method in this study.

4.6.2 Phase two of data collection

a) Document analysis

Documents consist of recoded evidence of what people have done, what they were actually doing and what they claimed to do. De Vos et al. (2011) further state that documents are artefacts that support or refute verbal accounts. As results this becomes another source of data gathering. For the purpose of this study, documents related to SGB activities were observed, including records of past events that were written or printed. The following documents were analysed namely, the constitution, agendas, official minutes, policies, and resolutions of the SGB. These official documents of the SGB were examined to reveal any activities, which the SGB might be unwilling, or unaware of to disclose during focus group interviews. Bapela (2012:46) asserts that documents are fitting instruments to collect data because they give a true picture of events as they unfolded in the past. Document analysis is therefore of great assistance to supplement interview data. They permit an understanding of a programmed setting in a way that is not entirely understandable through insight obtained through interviews.

Document analysis was used because it substantiated what was gathered during interviews and what was observed to ensure consistency of the research findings. Thus, I could verify what the participants were actually saying in contrast with what was documented (Cohen et al., 2011). In this study document analysis focused on all types of written communication that shed light on the phenomenon I was investigating.

In selecting documents included in this study, I considered the following criteria (Maree, 2014:85):

- What kind of document were you dealing with (primary or secondary source, official or unofficial communication)?
- What was the publication date (extremely important when you deal with a phenomenon that has changed in recent years)?
- Was it based on empirical data (original research), anecdotal or opinion?
- What was the purpose or intent of the document and context in which it was produced?
- What are the main points or arguments put forward and how do these relate to your own study?
- What was the research methodology used in producing the document (if it is empirical)?

Furthermore, document analysis was used because it is an efficient and effective way of gathering data, as they are manageable and practical resources. Documents are an easily accessible and reliable source of information. Document analysis is often cost effective and efficient (Triad 3, 2016). Documents can be read and reviewed multiple times and remain unchanged by the researcher's influence or research process. Triad 3 (2016) further asserts that document analysis is often used because of the many different ways it can support and strengthen research. Document analysis can be used in many different fields of research, as either a primary method of data collection or as a complement to other methods. Documents can provide supplementary research data, making document analysis a useful and beneficial method for most research (Triad 3, 2016).

In conclusion, document analysis is a systematic procedure for reviewing or evaluating documents in such a way that empirical knowledge is produced and understanding is developed (Adam, 2014). It is not just a process of lining up a collection of excerpts that convey whatever the researcher desires. I argue that document analysis must maintain a high level of objectivity and sensitivity for results to be credible and valid.

Data analysis is discussed in the next section.

4.7 DATA ANALYSIS

There are several procedural tools for analysing qualitative data. Cohen et al. (2011:472) mention the following methodological tools for analysing data: analytic induction, constant comparison, typological analysis and enumeration.

In this study, the constant comparison methodological tool for analysing the data that was collected for the study was used, because the purpose of this method is to generate theory by using explicit coding and analytic procedures. Constant comparison also compares data across a range of situations, times, groups and methods (Cohen et al., 2011:493). Data analysis was conducted in two phases: first phase, interviews and observation and second phase, document analysis.

a) First phase: Interview and observation data analysis

Data analysis is a process whereby data can be analysed to discover what is of importance (De Vos et al., 2011). In addition, it is a process whereby the data is actually made sense of. In this way, I was able to scrutinise the data further. In other words, data analysis is a ‘breaking down’ of data into smaller units, guided by the research objectives. Through this process the data was organised. Hence, themes, categories and regularities were established. After the data was classified, relationships between the different categories were studied to derive codes in the data. At the end of each interview session, I immediately transcribed the data which enabled me to add some of the important information on the notes taken while the information was still fresh in my mind. In that way the data was seen in an objective and unbiased manner.

The first step in analysing qualitative research involves organising the data. Immediately, I had typed up data, the drafts were edited for errors and thereafter filed according to specific themes. In particular, I looked for the thick and rich portions of the interview transcripts. Specific meanings and themes needed to be outlined as I read and re-read the scripts thoroughly. I developed a filing system where the data was filed according to themes. I hand coded the data in the margins and made copies of the coded data. All data was numbered according to the interviews. Finally, all data was matched, compared, contrasted and ordered to ensure it was systematically ordered. It was imperative to repeatedly read the transcripts in order to

familiarise myself with the data and analyse it accordingly. In this way, the underlying meanings were identified.

As the researcher, I analysed the data by reflecting on the relationships and connections when collecting the data, searching for similarities, differences, themes, concepts and specific ideas. In this way, I was able to establish important linkages and relationships. By examining relationships, I was able to speculate inferences and make summaries with the aim to generating a theory. The data had to be summarised, coded, categorised and reduced from its bulk form to smaller units of information so as to make it easy to understand and comprehend. The data was organised around central themes to make it understandable with reference to the point of view of the participants. I also used direct quotes of the participants to 'speak' their minds. Lastly, the final version of the transcribed notes was stored, marked clearly with the name of the data, the place and identity code. I used pseudonyms to distinguish between each participant's responses. I re-coded the data if I found any confusing.

To prevent data overload and the distortion of data, the first step after the interviewing process was to transcribe the notes. In this way, there was no massive data loss. Data analysis means making sense of the data without actually fragmenting the whole plot of the research study. In this way, as the researcher, I was able to identify relevant words, phrases and pieces of data. This formed a significant part of the data analysis whereby I was able to classify, categorise and order the units of meaning. In addition, I took note of the themes and patterns which emerged from these categories. Through these classifications and categories, I brought the data to a definite meaning whereby I was able to unpack the ideas and mind sets and create codes and labels. During this data categorisation process, labels and categories were put in place. Through such synthesis, key concepts were identified and examined.

By conducting culling exercises, I was able to reinterpret the data in order to make sense of it. Hence qualitative data analysis helped me to make sense of the data by detecting patterns, themes, categories, regulations, idiographic features, differences and similarities (Cohen et al., 2007). The qualitative researcher needed to sift, sort review and reflect on data in order to reduce the data. The data were also analysed by comparative methods, whereby themes were derived and in that way assertions were developed. However, in some instances, the data were reported verbatim.

My field notes were contrasted, matched, compared and aggregated so that I was in a position to generate a theory. In my study, I sought to organise the data through the instrument. De Vos et al. (2011) point out that data analysis has to be systematic whereby groups are compared, responses are matched, negative cases are analysed, frequencies are calculated and data assembled. In data analysis, it was important to form a cluster by setting the items into categories, incubating by reflecting and interpreting on the data, culling it by means of condensing and interpretation and thereby making better sense of it.

Creswell (2013) notes that the analysis process should also be reflexive (i.e., including the researcher's interactional experience with interviews). In conclusion, there is no fixed method of analysing interview data in the literature; yet, researchers should cautiously deal with it as it affects not only the quality of an interview, but the validity and reliability of the whole.

b) Second Phase: Document Analysis

Analysing documents incorporates coding content into themes similar to how focus group or interview transcripts are analysed (Triad 3, 2016). A researcher can use a huge plethora of texts for research, although by far the most common is likely to be the use of written documents (O'Leary, 2014). There is the question of how many documents the researcher should gather. In this study, five types of documents were used since the issue is quality of the document rather than quantity (Triad 3, 2016). The documents were chosen because they gave a true picture of the activities of the SGB.

Before actual document analysis took place, I went through a detailed planning process in order to ensure reliable results. I used the 8-step planning process of O'Leary (2014) that should take place not just in document analysis, but in all textual analysis:

- Create a list of texts to explore (e.g., population, samples, and participants);
- Consider how texts will be accessed with attention to linguistic or cultural barriers;
- Acknowledge and address biases;
- Develop appropriate skills for research;
- Consider strategies for ensuring credibility;
- Know the data for which the researcher is looking;

- Consider ethical issues (e.g., confidential documents);
- Have a backup plan.

Data analysis is a process whereby data can be analysed to discover its importance (Baruth, 2013:198). In addition, it is a process whereby the data is actually made sense of. In this way, I was able to scrutinise the data further. In other words, data analysis is a “breaking down” of data into smaller units guided by the research objectives (Baruth, 2013:198). Through this process, I organised data collected from the SGB constitution, minutes, policies and resolutions. Thereafter, I identified pieces of data that stand alone and coded them, so that I could come up with codes; each segment was labelled by a code. I also followed the following steps to identify and refine data codes:

- Get a sense of the whole;
- Generate initial codes from the data;
- Compare codes for duplication;
- Try out your provisional coding; and
- Continue to refine your coding system.

After this, I formed themes (entities that comprised of grouped codes). I also used a single category to give meaning to codes that were combined. This was done to represent major ideas that were used to describe meaning of similarly coded data.

The ultimate goal of qualitative research is to make general statements about relationships among categories (themes) by discovering patterns of the data (McMillan & Schumacher, 2014:406) Hence, I examined data in as many ways as possible.

4.8 RELIABILITY AND VALIDITY

Reliability is the consistency with which a measuring instrument yields certain results when the entity being measured has not changed (Leedy & Ormrod 2012:93). I used an audio recorder during the interviews and precise descriptions from interviews to ensure reliability of data that was collected. I provided detailed information on the data collection procedures used to collect data. The reliability of the data was further ensured through a member check whereby

transcripts were given to research participants to ensure that the results were a true reflection of their views.

On the other hand, validity is the extent to which the instrument measures what it is supposed to measure (Leedy & Ormrod, 2012:28). I employed the following strategies to ensure validity:

- I explained the study purpose to the research participants;
- Multiple data collection instruments were used: interviews, document analysis and observation; and
- Quotations were used to validate the research results.

To address the issue of dependability, I explained to the participants the research context and the assumptions that were central to the research. I also explained to the participants that a person who wishes to transfer the results to a different context is then responsible for making judgment of how sensible the transfer is.

4.8.1 Confirmability

Confirmability refers to the degree to which the results can be confirmed or corroborated by others (Lichtman, 2010:228). There are a number of strategies for enhancing confirmability. I documented the procedures for checking and rechecking the data throughout the study. I actively searched for and described negative instances that contradicted prior observations. After a study, one can conduct a data audit that examines the data collection and analysis procedures and makes judgments about the potential for bias or distortion (Mqulwana, 2010:62).

According to Rule and John (2011:107), conformability is described as a way of addressing concerns about the researcher's influences on and biases about the study. I tried to alleviate any bias and influences by being truthful and considerate. I ensured that the principles of research ethics were honoured. In addition, I continuously reflected on the direction and meaning of the research process. Throughout the study, I examined my own feelings and emotions to ensure that they did not influence the research results. I tried at all times not to show bias throughout the entire research study. I did not allow my own personal views and

attitudes to bias the findings so as to ensure conformability. By constantly checking the responses of the interviewees, I was able to check the consistency of the responses. Moreover, I was able to ensure conformability of the participants' comments and responses.

4.8.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings. From a qualitative perspective, transferability is primarily the responsibility of the person doing the generalising (Lichtman, 2010:228). In this regard, I enhanced transferability by describing the research context and highlighted the assumptions that were central to the study (Mqulwane, 2010:61). Since this is a small sample of qualitative research, it was difficult to ensure transferability. In terms of transferability, it may be difficult to achieve as interviewees share their innermost thoughts, feelings, fears and desires that are generated from their own experiences and from their own unique way of viewing their world. In addition, all interviewees need to understand the interview questions in the same way to ensure transferability (Baruth, 2013:2002).

4.9 LIMITATION OF THE STUDY

This study was limited to four schools located in Ehlanzeni District, Nkomazi West Circuit and focused only on public schools in the circuit. Therefore, the results cannot be generalised to all schools in the Circuit. Another limitation relates to participants' answers that might have been affected by their immediate circumstances at the time of data collection. However, this is a common limitation in all case studies.

4.10 ETHICAL CONSIDERATIONS

The University of South Africa Research Ethics Committee granted approval for the research to be conducted (cf. Annexure B). Thereafter permission to conduct the research in schools was granted by the Mpumalanga Provincial Department of Education (cf. Annexure C). A letter was written to the circuit manager to ask for permission to conduct the study in the circuit (Annexure D). Another letter was written to the principals to ask permission to conduct a study in their schools (Annexure E). I explained to the participants the purpose of the study, the

reasons for choosing them and lastly, I assured them that they were free to express themselves in whatever way they felt comfortable. Before interviews commenced, they were requested to sign the informed consent form (cf. Annexure F) Procedures were documented for checking and rechecking of the data to ensure credibility.

The following ethical issues were taken into consideration: protection from harm, informed consent, right to privacy and honesty with professional colleagues. I made sure that the participants were protected from physical or psychological harm by assuring them that their identity were protected by not divulging their names instead codes were used. Informed consent forms were given to participants to complete that described the nature of the research project as well as the nature of their participation. Leedy and Ormrod (2012:101) state that the consent forms should contain the following information:

- A brief description of the nature of the study;
- A description of the nature of participation in terms of activities and duration;
- A statement indicating that participation is voluntary and can be terminated at any time without penalty;
- A list of any potential risks and/or discomfort that participants may encounter;
- The guarantee that all responses will remain confidential and anonymous;
- The researcher's name, plus information about how the researcher can be contacted;
- An individual or office that participants can contact, should they have questions or concerns about the study;
- An offer to provide detailed information about the study (e.g. a summary of findings) upon its completion; and
- A place for the participant to sign and date the letter, indicating agreement to participate (when children asked to participate, their parents must read and sign the letter)

Participants were also informed that they could withdraw from the study at any time when they do not feel like participating and they would not be penalised for their withdrawal. They were further informed that participation was voluntary and that was no monetary gains for participating on this study. As a result, only those who were willing to participate in the study did so.

I reported participants' findings in a complete and honest fashion without misrepresenting what the participants said and without intentionally misleading others about the nature of the findings. Lastly, I did not fabricate data to support a particular preconceived conclusion.

4.11 SUMMARY

Chapter four presented the research methodology for this study. The research design, research population, sample method, data collection instruments, data analysis and ethical consideration in the study were discussed in full. The next chapter will present the results from the study.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter outlined and discussed the research methodology and design used in this study. In this chapter, data collected through observation, individual interviews with principals, and focus group interviews were conducted with the SGBs and this included teacher governors, parent governors and non-teaching staff governors (see F, table 5.5) of the selected schools. The findings presented are extracted from the data and these findings were not subjected to any form of manipulation. Data for this study emanated from the various research instruments used namely: observation, interviews and document analysis. Firstly, observation results are presented, secondly results from document analysis are presented and finally, results from interviews are presented. Then results are discussed in the light of the reviewed literature and a conclusion is drawn from the discussion. The section below discusses findings from observations.

5.2 DESCRIPTION OF SELECTED SCHOOLS

For the purpose of anonymity and confidentiality, I have given pseudonyms to each participating school; they have been presented as School A, B, C and D respectively.

5.2.1 School A

School A is an agricultural school and falls under quintile one: parents of learners attending in this school are exempt from school fees (Ally & McLaren, 2016). It is a rural school, situated 36 kilometers from Malelane, the city center of Mpumalanga. The school's academic staff members consist of the school principal, two deputy principals, five Heads of Departments and 19 post level one educators (i.e., educators without management responsibility) (Bruton & Associates, 2003:C67). Support staff members consist of two administrative clerks, two cleaners and four groundsmen. The teaching staff component comprises 20 female and 14 male educators. The total number of learners enrolled at this school is 783; teacher: learner ratio is 1:48. The school has a library but no computer centre. The school is situated in a low socio-

economic area with high incidence of crime, vandalism and unemployment. The school has a feeding scheme where learners receive free meals during break. Most learners come from neighbouring Mozambique; because of their immigrant status, most learners are without birth certificates.

The school grounds are unattractive and the flowerbeds and lawns are neglected although the school has its own borehole and has an ample water supply; it has no vegetable garden. A security guard posted at the school gate regulates access to the school without permission for safety reasons. A disclaimer board disallows drugs, dangerous weapons, caps, guns, knives and cell phones. The school is surrounded with a barbed wire fence which has been cut. Learners are therefore able to enter and leave school premises without using the school gate. I observed an electricity supply even though some plugs and wiring systems are faulty; some classes have electricity; others which have been vandalized have no electricity. The school has sufficient pit toilets and flush toilets.

School A's ANA test results of 2012 and 2013 and Grade 12 performance of 2016 and 2017 respectively were poor. Almost half of the educators usually arrive 20-30 minutes after the school has started. Most learners arrive late at the school although they live within reasonable walking distance. Several educators do not comply with the school timetable and leave the school premises during school times without permission. Consequently, learners are noisy and move around the premises in the absence of teacher supervision.

All organisational structures are in place and clear lines of accountability exist from educators to Heads of Departments. However, weaknesses exist. Parent governors do not interact with educators who are members of the SGB. Some SGB members are absent from regular sub-committee meetings to discuss governance related matters. A meeting schedule with fixed dates for the the SGB is lacking and SGB sub-committees do not report to the SGB. Although the SGB interacted with the SMT and the principal respectfully, cooperation is poor. The principal appeared to be an autocratic leader and as such failed to involve the SGBs and the SMT's in running the school.

5.2.2 School B

School B is a rural school and is a quintile one school: parents of learners are exempt from school fees (Ally & McLaren, 2016). It is situated 47 kilometer from Malelane, the city centre of Mpumalanga. The school's academic staff members consist of the school principal, two deputy principals, five Heads of Departments and 24 post level one educators. Support staff members consist of two administrative clerks, three cleaners and four groundsmen. The teaching staff component comprises 20 female and 12 male educators. School enrolment is 995; the teacher: learner ratio is 1:40. The school does not have a library or computer centre. The school is situated in a low socio-economic area, but in a relatively safer environment compared to Schools A. The school was less vandalized which might also be an indication of less crime in the area as most parents were employed. The school grounds are enclosed with fencing with minor break-ins. The school has a feeding scheme where learners receive free meals during breaks. When I entered the school gate, I observed neat and attractive premises with beautiful flowers and plants. The buildings were in a good condition like School A; the environment was conducive for learning and teaching to take place. A good water supply encouraged a flourishing garden and vegetable garden. The school had sufficient toilets; more than ten clean toilets for the learner population.

The school has a security guard at the gate which is always closed; on my arrival he welcomed me and directed me to the reception area. All school personnel appeared friendly and helpful. The administrative block and the classes were quiet which demonstrated good discipline. Some educators were marking; others were preparing their lessons. Both the educators and learners came to school on time before the school started. Classrooms were not congested and learners were seated comfortably. Most classrooms were quiet and posters on the walls displayed classroom rules, code of conducts and school rules. The classes were very clean, without broken windows and most classrooms had doors which enabled the teaching staff to lock them after school.

In this school all organisational structures were in place with clear lines of accountability from the educators to the principal. The principal interacted with his staff and SGB freely, respectfully and in a professional way. The SMT interacted with each other and educators through morning briefings, where the principal and SMT gave direction for the day and read

important circulars to staff members. Circulars which were department specific were distributed to the Head of Departments to read to the educators concerned during staff and departmental meetings. There were schedules for departmental meetings, staff meetings, SMT and SGB meetings supported by minutes. Educators felt comfortable interacting with the principal, SMT and SGB. They addressed the principal as “*meneer*” and joked with him in a collegial manner.

The principal had a good relationship with stakeholders, such as parents, SGB and community members who were involved in decision-making on matters which affected both the learners and themselves. The relationship with stakeholders in this school was that of mutual trust and respect. The attendance register of parents’ meetings indicated high rates of attendance. The management approach observed was distributed leadership. The principal engaged expertise wherever available in the school rather than working through formal position of Head of Department and deputy principals. He also delegated management tasks to post level one educators who have relevant expertise. The use of different skilled people in the school is encouraged by Spillane (2006), who claims that schools are effectively managed through multiple leadership. Through distributive leadership the principal shifted the focus from those who were in formal management positions and capacitated those educators who were not in management positions. In this way the principal mentored them for future leadership roles.

I further observed that the principal, SMT and the SGB were willing to relinquish their power to others so that the fixed leader-follower dualism was abandoned in favour of the possibility of multiple emergent leadership. The principal further alternated members of the SGB with those in informal positions depending on expertise.

5.2.3 School C

School C is a rural school and is a quintile one school: parents of learners are exempt from school fees (Ally & McLaren, 2016). It is situated 67 kilometers from Malelane, the city center of Mpumalanga. The school’s academic staff members consist of the school principal, two deputy principals, seven Heads of Departments and 34 post level one Educators. As mentioned post level one educators are educators without management responsibility (Bruton & Associates, 2003:C67). The teaching staff component comprises 29 female and 15 male

educators. Support staff members consist of two administrative clerks, three cleaners and five groundsman. The total number of learners enrolled at this school is 1 262; the teacher: learner ratio is 1:50. There are 16 classrooms and as a result, there is overcrowding. The school has a library and computer centre which provided reading material and access to computer literacy skills. This school is located in a low socio-economic environment; most community members are semi-literate and unemployed. Most parents are immigrants from Mozambique; as such most learners are without birth certificates.

The school grounds were not well kept without flowers or grass. The school experienced a shortage of running water which explains the absence of lawn around the school premises. As a result of water shortages, the school used pit toilets for both learners and educators. The school has electricity and there were sport lights around the classes and the administration block. The school is fenced although the fence had been cut by gangsters in search of computers. Burglary and vandalism appeared to be rife at this school despite the fact that it had an alarm system in place. The school has no disclaimer to prohibit dangerous weapons, caps, cell phones and drugs. However, the buildings are in good condition. Both the learners and educators arrived late in the morning, which is a sign of ill-discipline. After the morning assembly learners do not get into their classrooms on time, they spend time talking to each other leisurely. Although classrooms are over-over-crowded, all the classrooms are print-rich that is, there are learning and teaching aids, pictures, class rules, and cleaning schedules.

All organisational structures were in place with clear lines of accountability from educators to principal. Most educators lacked dedication as evidenced by their lack of punctuality. Most educators have been in this school for about seven to twelve years and the principal for fifteen years. The relationship between the educators and the newly appointed deputy principal was strained although she interacted with them professionally. This coldness was caused by the fact that she came from another school and some members of the SMT had wanted her position. Members of the teaching staff interacted through morning briefings, staff, departmental and SMT meetings. Much time was wasted during the morning briefing which took place almost every day. Although they interacted freely and openly, the principal was firm with staff members.

The relationship between parents, SGB and the community members in this school is healthy and there is mutual understanding and trust between the SGB, the community and the school personnel. This was demonstrated when the SGB and parents refused to accept the decision of the District Director when he wanted to transfer Grade 10, 11 and 12 learners to neighbouring secondary schools. Parents attended meetings in large numbers and they are fully involved in the education of their learners. The management approach of the principal of this school is democratic. Before important decisions were taken, the principal consulted with the teaching staff and SGB. He was also able to take decisions without consultation where necessary on urgent matters and thus, overruled the decision of the SGB and the SMT when necessary. The principal delegated some management duties to senior educators and the SMT and acknowledged their assistance. There were clear lines of communication and all staff members were aware of their roles and responsibilities. An organogram was displayed in the office of the principal, offices of the SMT members and in the staffroom.

5.2.5 School D

School D is a comprehensive secondary school in a rural area, situated 44 kilometers from Malelane, the city center of Mpumalanga. It is also a quintile one school: parents of learners are exempt from school fees. The school's academic staff members consist of the school principal, a deputy principal, five Heads of Departments and 26 post level one educators. Post level one educators are educators without management responsibilities (Bruton & Associates, 2003:C67). The teaching staff component comprises 17 females and 16 male educators. Support staff members consist of two administrative clerks, one cleaner and two groundsmen. The total number of learners enrolled at this school is 661; the teacher: learner ratio is 1:43. There is a library, computer centre, laboratory and workshops for mechanical, civil and electrical use. The school is situated in a low socio-economic area where most community members are unemployed. The school reported a number of crime related incidences as well vandalism which could be attributed to poor socio economic conditions in which the school is situated. Most parents are from Mozambique and as a result, a high number of learners are without birth certificates. The school has a feeding scheme where learners receive free meals during breaks. The school has a beautiful garden with flowers, a rockery and a paved area from the gate to the staff room. A board prohibits drugs, alcohol and cell phones on the premises. There is sufficient running water. Flowers, grass and the vegetable garden behind the staff

room are well kept and attractive. The school is surrounded with a barbed fence, which has some holes cut by the learners to cross when they leave the school without permission. The school also has security personnel, electricity and sufficient toilets, but some toilets have been vandalized. The classroom environment was conducive for teaching and learning to take place. Classrooms are big enough for learners to be comfortably seated. However, I also observed that not all classes were clean; some were dirty. Most classrooms displayed pictures, classroom rules, code of conduct and school rules on the walls. Windows were not broken and most classrooms had doors.

Educators are punctual and few learners who live close by come late to school, whereas those that live far away from the school come early because of the provision of scholar transport. The administration building and the classes were quiet and learners did not loiter on the veranda or school premises except the Expanded Public Works Programme volunteer workers and the cleaners who were doing their work.

The SGB interacted well with each other and the educators. There were clear lines of communication and accountability from the principal, deputy principals and Head of Departments to the educators. All SGB members understood their roles and responsibility and met regularly to discuss governance matters and to strategise. The SGB interacted respectfully with the principal and the staff. The SMT addressed the educators formally and respectfully and educators reciprocated. Although there is open and free interaction amongst the SGB members, SMTs and the educators, the SMT were however firm with the staff on work-related matters that needed to be addressed.

A positive teacher: learner ratio allows the SMT and the educators to enjoy a good working relationship. The number of SMT members allows the SMT and principal to have an intimate knowledge of parents which encourages understanding when parents experience problems. The principal regularly meets with the SGB and parents and the impression is of a very active and action-orientated school. The school has a clear vision and mission statement displayed on the wall, which the principal has communicated to the school with enthusiasm making it a collective activity for everyone involved in the school. The principal has the support of the SGB and parents and as such, is able to run the school smoothly and professionally.

The principal believes in a participative management style and as such has involved all relevant stakeholders in decision-making and delegates responsibilities to both the SMT and the SGB. Both the SMT and the SGB play a leading role in activities such as the Cultural Competition and fundraising events. All SMT members understood their roles and responsibilities and actively participated in the school running of the school.

5.3 RESEARCH FINDINGS

5.3.1 Findings from observation of SGB meetings

In this section, the findings obtained through observations of the SGB meetings in four of the above-mentioned schools (A- D) are discussed. The observations conducted in each school lasted an hour and a half.

5.3.1.1 Observation of SGB meeting: School A

Table 5.1

OBSERVATIONS	OBSERVER'S COMMENTS
<p>This meeting was held at 8h00 in the morning and everybody was punctual.</p> <p>Members of the SGB's consisted of the principal, three teacher governors of whom one is responsible for learner welfare and sport. Non-teaching staff who is also responsible for school finances, three learners and nine parent governors who are responsible for the overall governance of the school. They form the School Governing Body committee of the school. The school has also seventeen SGB's of which 8 were women. The administration component also consists of two administrative clerks, of which one serve in the SGB committee.</p> <p>The meeting started with a prayer which confirmed that they respected the religious beliefs of the different SGB members.</p> <p>Members of the SGB's in this school also handled themselves professionally during the meeting.</p> <p>Although they followed a structured agenda, which clearly indicated which duties were completed and those, which still needed to be completed, some members wanted the committee to discuss matters that were not in the agenda. The meeting was also</p>	<p><i>The SGB's respect the rules and ethos of the school by being punctual. This practice is to ensure that meetings are conducted in time.</i></p> <p><i>The SGB portfolios are also well structured with each member assigned a committee to lead. These SGB members were not treated equally and their inputs in their various portfolios were not valued</i></p> <p><i>I could identify with this religious practice</i></p> <p><i>The school adapted to the challenges of the day by opening its doors to learners of all cultures. Learners are from different ethnic backgrounds, that is Swazi and Tsonga. SGB members were free to raise opinions. Matters were discussed before decisions are made even though it took them time to agree on a matter.</i></p> <p><i>All discussions were geared towards accommodating the best interest of the learners. The SGB's appeared to enjoy a</i></p>

<p>conducted in SiSwati although the languages of teaching and learning is English. This is mainly because most parents are SiSwati speaking and feel comfortable in expressing their ideas in their home language.</p> <p>Each SGB member was assigned a particular portfolio and reported accordingly.</p>	<p><i>good working relationship with each other. It appears that the SGB regularly operates in this way.</i></p> <p><i>The input of the SGB appeared to be valued and respected and most of the suggestions made were taken into consideration when decisions are made.</i></p>
--	---

<p>The SGB chairperson was firm but approachable and encouraged all SGB's to participate actively during the meeting. The chairperson appeared to respect members and valued them. The content of discussion topics was school related. Issues pertaining to the SDP, SIP, school performance and finances were also discussed in SGB meeting of school B. Although this school achieves over all excellent results, their Mathematics and Physical Sciences results were not good.</p> <p>The SGB meeting was held in the staff room, linked to the principal's office. Hard copies of the agenda were distributed to all 14 SGB members who attended the meeting. The agenda was read item by item so that everybody could clearly follow the discussions. Resolutions and Minutes of previous meetings were distributed to all members in hard copies.</p> <p>This school is well resourced. it has agricultural machinery, livestock library, laboratory and well furniture staff room. The needs of the clients were considered. The school however focuses on the resolutions taken by the majority of the SGB members.</p> <p>The school sticks to its values, that of promoting professionalism and accountability. Time is very important and is not compromised in any way. Communication in this school, is also important and consultation happen before invitations are sent to parents.</p>	<p><i>It was interesting to note that despite the fact that information is readily available, there were still parents who were out of touch. This was revealed in the meeting where it was mentioned that there were parents who still prefer letters as opposed to e-mails or visiting the website of the school. Generally, the parents were well informed. I found myself in a different world coming from a school situated in a low social-economic environment Tradition is very important to this school. I assumed that predictability leads to improved service delivery especially in the competitive context in which this school functions.</i></p>
---	--

The SGB of School A is fully constituted as it is well represented by all the SGB stakeholders. The meeting started on time and members were punctual which indicated professional behaviour. They understood the importance of respecting time to enable the teacher members of the SGB to continue with the most important task, that is educating the learners. The meeting commenced with a prayer indicating a Christian ethos. The South African Constitution respects people of diverse religious orientations (RSA 1996); therefore I argue that this could constitute a violation of other members' religious rights who are not of Christian persuasion. However, as members of the SGB come from the same community, it is likely they are a homogeneous

cultural group. The observations indicated meetings were well planned in advance. Furthermore, the distribution of the agenda of the meeting in advance confirms that the school leadership is well organised and meetings are planned. The customary practice of approval of previous minutes demonstrate continuity from the previous discussions held to the present discussions.

Meetings are only valuable if members are given an opportunity to participate effectively. All SGB members were given a chance to add items for discussion during the meeting which indicated active participation. They were also able to participate actively in their home language, siSwati. As such they expressed their thoughts clearly since they are all proficient in this local language. This indicated sensitivity on the part of school management with regard to challenges presented by English as a medium of communication during discussions. Most members are not fluent in English. This enables members of the SGB to take ownership of the decisions taken. Hence this school is smoothly run with the backing and assistance of the members of the SGB. The chairperson of the SGB maintained order by ensuring that all items in the agenda were discussed and that decisions were taken without wasting time. The meeting was concluded within the prescribed time frame.

5.3.1.2 Observation of SGB meeting: School B

Table 5.2

OBSERVATIONS	OBSERVER'S COMMENTS
<p>This meeting was held at 18h00 in the evening and all members of the SGB's were punctual. As a result, the meeting started on time</p> <p>Members of the SGB's consist of the principal, three teacher governors of whom one is responsible for learner support, Non-teaching staff who is responsible for school finances, three learners and nine parent governors who are responsible for the overall governance of the school. They form the School Governing Body committee of the school. The school has seventeen SGB's of which nine are women. The</p>	<p>The SGB's of School C also respect the rules and ethos of the school by being punctual. This practice is to ensure that meetings are conducted in time since most members were from work.</p> <p>The SGB portfolios are well structured with each member assigned a committee to lead. These SGBs' are treated equally and their inputs in their various portfolios is valued and respected.</p> <p>I could identify with this practice which</p>

<p>administration component consists of two administrative clerks like school A and B, of which one serve in the SGB committee.</p> <p>, The meeting started with a prayer which confirmed the Christian ethos the school upholds.</p> <p>Members of the SGB's handled themselves professionally during the meeting. They followed a structured agenda, which clearly indicated which duties were completed and those which were incomplete. The meeting was conducted in English although the home languages of the parents is SiSwati. This is mainly because most of the parents are literate and were able to express their ideas in English. Each SGB member was assigned a particular portfolio and reported accordingly.</p> <p>The SGB chairperson was approachable and encouraged all SGB's to participate. The chairperson appeared to be a leader who empowered his members and respected them. The discussion topics were school related. Issues pertaining to the SDP, SIP, school performance and finances were discussed in SGB meetings.</p>	<p>put him at ease since he was promoting the constitution of the country.</p> <p>The school is multicultural, it consists learners from different ethnic backgrounds that is Swazi, Tsonga and few Indians. SMT members were free to raise opinions Matters were discussed before decisions are made.</p> <p>The various portfolios and ranks of the rest of the SGB members are respected since they are considered school governors.</p> <p>All discussions were geared towards accommodating the best interest of the learners. The SGB's appeared to enjoy a good working relationship with each other.</p>
<p>This is a functional school and achieves excellent results. During the 2017 academic year the Grade 12 pass rate was at 96,6% of which 70% is bachelor passes.</p> <p>utilized the available technology to facilitate not only teaching but also the administration of the school. Resolution and Minutes were projected on the white board for verification and confirmation</p> <p>The SGB met in the Boardroom, linked to the principal's office. An overhead projector was used to display the agenda of the meeting. The agenda was projected electronically and everybody could clearly follow the discussions. This school This school is well resourced.it has a computer class library, laboratory and a staff room. The needs of the clients are considered.</p>	<p>It appears that the SGB regularly operates harmoniously with principal each other.</p> <p>The input of the SGB appeared to be valued and respected and most of the suggestions made were taken into consideration when decisions are made.</p> <p>It was interesting to note that despite the fact that information is readily available, there were still parents who were out of touch. This was revealed in the meeting where it was mentioned that there were parents who still prefer letters as opposed to e-mails or visiting the website of the school. Generally,</p>

<p>The school sticks to its values, that of respect, responsibility and punctuality. Time is very important and is not compromised in any way. Communication is important and consultations are made with members of the SGBs on regular basis happen before letters are sent to parents.</p>	<p>the parents are well informed. I found myself in a different world coming from a school located in a low social-economic environment.</p> <p>Tradition is very important to this school. The researcher assumes that predictability leads to improved service delivery especially in the competitive context this school functions.</p>
---	--

The SGB of School B was fully constituted with all stakeholders represented. Parent members of the SGB are professionals; as a result meetings are only conducted in the evening. All members were punctual which indicates mutual respect, dedication and love for the task. School C is well-resourced and the management of the school uses available technology to enhance not only teaching and learning but also to ensure smooth meetings which are professionally conducted with the aid of an overhead projector for the display of the agenda and minutes of previous meetings. The availability of previous minutes showed a continuation between the observed meeting and the previous ones. Matters arising from previous meetings were discussed and resolutions made.

The allocation of portfolios to various member of the SGB made it easy for the various committees to report on their various portfolios. The meeting commenced with a prayer which demonstrated unity and this common faith facilitates cooperation. Furthermore, the chairperson showed respect for each individual which facilitated participation. The school benefits from having members who are professionals. I argue that that learners in this school are able to obtain excellent results because they are mostly from middle class backgrounds. The ethnic diversity of the school is also represented on the SGB. The use of an agenda provides goals set which the meeting aims to achieve. Importantly, the meeting not only started on time but it also ended within the prescribed time frame. The meeting was mostly geared towards improving teaching and learning in the school.

5.3.1.3 Observation of SGB meeting: School C

Table 5.3

OBSERVATIONS	OBSERVER'S COMMENTS
<p>This meeting was held on Sunday at 7h00 in the morning and everybody was punctual.</p> <p>Members of the SGBs consist of the principal, three teacher governors of whom one is responsible for writing minutes and correspondences of the SGBs. Non-teaching staff who is also responsible for school finances, three learners and nine parent governors who are responsible for the overall governance of the school. They form the School Governing Body committee of the school. The school have seventeen SGBs of which ten are women. The administration component consists of two administrative clerks, of which one also serve in the SGB committee.</p> <p>The meeting started with a prayer, which confirmed the Christian ethos the school upholds.</p> <p>Members of the SGBs handled themselves professionally during the meeting. They followed a structured agenda, which clearly indicated which duties were completed and those which are still incomplete. The meeting was conducted in both English and SiSwati although the language of teaching and learning is English. This is mainly because most of the parents are SiSwati speaking and feel comfortable in expressing their ideas in the home language.</p> <p>Each SGB member is assigned a particular portfolio and reported accordingly.</p> <p>The SGB chairperson is approachable and encourages all SGBs to participate. The chairperson appeared to be a leader who empowered his members and respected them. The content of discussion topics was school related. Issues pertaining to the SDP, SIP, school performance and finances were discussed in SGB meetings. Although this school also achieves excellent results like school B and C, the quality of the results is not good,</p> <p>The SGB met in a classroom, near to the administration office. An overhead projector was used to display the agenda of the meeting. The agenda is projected electronically and everybody could clearly follow the discussions. This school utilizes the available technology to</p>	<p><i>The SGBs were punctual. This practice is to ensure that meetings are conducted in time so that members may attend church services.</i></p> <p><i>The SGB portfolios are well structured with each member assigned a committee to lead. These SGBs' are treated equally and their inputs in their various portfolios is valued and respected.</i></p> <p><i>I could identify with this practice which put him at ease since, he was promoting the constitution of the country.</i></p> <p><i>The school learners are mostly Siswati speaking. SGB members were free to raise opinions. Matters were discussed before decisions are made.</i></p> <p><i>The various portfolios and ranks t of the SGB members were respected. They worked cooperatively with each other.</i></p> <p><i>All discussions were geared towards accommodating the best interest of the learners. The SGBs appeared to enjoy a good working relationship with each other.</i></p> <p><i>The input of the SGB appeared to be valued and respected and most of the suggestions made were taken into consideration when decisions</i></p>

<p>facilitate not only teaching but also the administration of the school. Resolution and Minutes are also projected on the white board for all members to see them</p> <p>This school has a shortage of resources, such a furniture and classes. The needs of the clients are considered.</p>	<p><i>are made.</i></p> <p><i>It was interesting to note that parents in this school were using technology. Hence, the school use e-mails to invite parents to meetings. Generally, the parents are well informed. Tradition is very important to this school. I assume that predictability leads to improved service delivery especially in the competitive context this school functions</i></p>
--	--

The SGB of School C is also fully constituted, representing all the school's stakeholders. The meeting started on time and members were punctual; this indicates that the members of the SGB loved and respected their jobs. The meeting commenced with a prayer which demonstrates unity and shared religious ethos and values by members who hail from the same communities surrounding the school. Although the school experiences shortage of infrastructure, access to computers allowed the display of the agenda for members to view and this resulted in a fruitful discussion. SGB members were allocated different portfolios and this made reporting on various committees easier. The fact that their opinions were respected by the chairperson of the SGB encouraged their full participation during the meeting. Discussion during the meeting was mainly in isiSwati as most parents are not proficient in English. Accommodation of the local language encouraged full participation as members could express their ideas freely. Discussion of learner performance during the meeting indicates that teaching and learning are taken seriously in this school although it is located in a low socio-economic environment. The school used available technology as those parents who were computer literate received their meeting invites through email; those without email received SMS or letters informing them of the scheduled meetings.

5.3.1.4 Observation of SGB meeting: School D

Table 5.4

OBSERVATIONS	OBSERVER'S COMMENTS
<p>This meeting was held at 16h00 in the afternoon and everybody was punctual.</p> <p>Members of the SGBs consist of the principal, three teacher governors of whom one is responsible for learner support and counseling. Non-teaching staff who is responsible for school finances, three learners and nine parent governors who are responsible for the overall governance of the school. They form the School Governing Body committee of the school. The school have seventeen SGBs of which six are women. The administration component consists of two administrative clerks, of which one serve in the SGB committee.</p> <p>The meeting also started with a prayer which confirmed the Christian ethos the school upholds.</p> <p>Members of the SGBs handled themselves professionally during the meeting. They followed a structured agenda, which clearly indicated which duties were completed and those which are still incomplete. The meeting was conducted in Siswati although the languages of teaching and learning is English. This is mainly because most of the parents are Siswati speaking and feel comfortable in expressing their ideas in the home language.</p> <p>Each SGB member is assigned a particular portfolio and reported accordingly.</p> <p>The SGB chairperson is approachable and encourages all SGB is to participate. The chairperson appeared to be a leader who empowered his members and respected them. The content of discussion topics was school related. Issues pertaining to the SDP, SIP, school performance and finances were discussed in SGB meetings. Although this school achieves excellent results, they still strive to improve on their performance</p>	<p><i>The SGBs respect the rules and ethos of the school by being punctual. This practice is to ensure that meetings are conducted in time.</i></p> <p><i>The SGB portfolios are well structured with each member assigned a committee to lead. These SGBs' are treated equally and their inputs in their various portfolios is valued.</i></p> <p><i>I could also identify with this practice which put him at ease since, he was promoting the constitution of the country.</i></p> <p><i>The school is also multicultural, it consists learners from different ethnic backgrounds that is Swazi, Tsonga and 2 Indians; a girl and a boy. SGB members were free to raise opinions. Matters were discussed before decisions are made.</i></p> <p><i>The various portfolios and ranks of the rest of the SGB members are respected since they are considered to be the most important stakeholders in the school.</i></p>

<p>The SGB met in the boardroom, linked to the principal's office. An overhead projector was used to display the agenda of the meeting. The agenda is projected electronically and everybody could clearly follow the discussions. This school utilises the available technology to facilitate not only teaching but also the administration of the school.</p> <p>Resolution and Minutes are also projected on the white board for all members to see them</p> <p>This school is well resourced, it has mechanical, civil, electrical workshops, laboratory, library and hospitality studies kitchen. The needs of the clients are considered.</p> <p>The school sticks to its values, symbols and traditions. Time is very important and is not compromised in any way.</p>	<p><i>All discussions were geared towards accommodating the best interest of the learners. The SGBs appeared to enjoy the participative leadership style of the principal and the SGB chairperson.</i></p> <p><i>The input of the SGB appeared to be valued and respected and most of the suggestions made were taken into consideration when decisions are made.</i></p> <p><i>It was interesting to note that despite the fact that information is readily available, there were still 50 % of parents who were out of touch of technology. This was revealed in the meeting where it was mentioned that there were parents who still prefer invitations in the form of letters as opposed to e-mails. Generally, the parents are well informed.</i></p> <p><i>Tradition is very important to this school. The researcher assumes that predictability leads to improved service delivery especially in the competitive context this school functions.</i></p>
---	---

The SGB of School D is also fully constituted. All the parent members of the SGB were professionals; as a result meetings were conducted late in the afternoon after school. The fact that all members of the SGB were punctual shows mutual respect, dedication and love for the task. School E is also a well-resourced school and the management of the school was able to use the available technology to enhance not only teaching and learning but also to ensure the meetings were professionally conducted with an overhead projector for a display of the agenda and the minutes of previous meetings. The fact that previous meetings minutes were also presented showed there was a continuation between the observed meeting the previous ones. Matters which arose from the previous meetings were discussed and resolutions made.

The allocation of portfolios to various member of the SGB made it easy for the various committees to report on their various portfolios. The meeting commenced with a prayer which demonstrated unity and this common faith made it easy for them to work collaboratively. Furthermore, the fact that the chairperson respected them made it easier for them to participate. The school also benefits from having members who are professionals. I argue that that learners in this school are able to obtain excellent results because they are mostly from middle class backgrounds. The ethnic diversity of the school is reflected on the SGB. The agenda ensured goal setting. The meeting not only started on time but it also ended within the prescribed time frame. The meeting was mostly geared towards improving teaching and learning in the school.

5.3.2 Summary of the findings of the observations of SGB meetings

The following main findings regarding the observations at the schools can be formulated:

- The SGB chairpersons are mainly participative leaders as opposed to autocratic leaders. The participative leadership roles of the chairpersons were observed and responsibility was shared with all the committee members.
- Due to the myriad of governance responsibilities, various tasks were delegated to the members of the SGB. This practice was evident in all the schools that were observed. The involvement of the SGB's confirms the notion that SGBs are, in general, capable of managing the schools.
- SGB members understood and valued their positions as governance team and as such, they took their responsibilities seriously. They were therefore able to add value to their respective schools.
- Open communication existed between the principal and the rest of the SGB members. In this way the SGB members felt that they formed part of a team whose sole aim was to promote the best interest of learners in the school. In support of the above view, SASA, section 20(1) (a) contends that the SGB of the public school must promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school.
- The attitude of the principals and SGB members was conducive to full and lively participation of all members in discussions. This inviting approach of the principals and members confirms the critical role they both play in creating conducive working

environments wherein all staff members feel valued and respected. All principals and SGB's of the observed schools applied the principle of participative management in their leadership roles.

- The SGB meetings focused on how to support the principal, teachers and non-teaching staff. SASA, section 20(1)(e) stipulates, in support of the above view, that the SGB must support the principal, educators and the other staff of the school in the performance of their professional functions.
- Finally, descriptions of schools revealed that all schools are structured the same apart from School D which is a comprehensive secondary school. These schools had more or less the same basic facilities to enable teaching and learning. School A could erect its own school hall partly using its own funds and that of the education department. This indicates the relative levels of affluence even among the rural schools. These schools could make their teaching environments comfortable because they could afford do so.

5.4 FINDINGS FROM DOCUMENT ANALYSIS

Various documents were analysed in order to get an understanding of principals and the SGBs leadership role. The main aim of conducting document analysis was to find out how the principals and SGBs dealt with meeting procedures, policies, constitution and the vision and mission of the participating schools. The analysed documents were as follows: minutes of SGB meetings, policies, the school's vision and mission statement, constitution and the functions of SGB per policy (cf. 1.7.4). The SGBs information books stipulated the job description of each member, who knew what was expected of them. The research findings based on the documents analysed per school are presented in the following sections.

5.4.1 The vision and mission statement: School A

The vision of School A is as follows:

To uplift the standard of education in general and science education in particular through a service which is representative, transparent, and non-discriminatory.

The mission statement of School A is as follows:

To create a happy, safe, stable and caring environment which is conducive for teaching and learning. It also states that it will guide their learners to be competent, disciplined, independent and responsible to attain their optimal level of intellectual, cultural and physical potential, by providing a warm, disciplined and stimulating environment.

The vision statement is directed towards the standard of education. The policy, however, fails to address issues of teaching and learning quality. The vision statement fails to indicate how learners and educators should express themselves. It only speaks of the upliftment of the standard of education in general and science in particular. The core values addressed are representative, transparency and non-discrimination. These core values aim at instilling a sense of reflection in the community within which the school is located. It is a community where learners can easily lose interest in their schooling because the majority of the community members are unemployed. The learners should learn that in order to achieve something in life they must work hard and they must show integrity in what they are doing. They should be thankful for what the school is doing to make them realise that a better life awaits them if they are prepared to work hard.

Four concise aspects are reflected in the mission statement of this school: to create a happy, safe, stable and caring environment. The school vision can be improved by stating the values attached to its area of specialisation, which is agriculture. It could thus be stated that the school intends to instil in its learners the importance of farming for food security and also to alleviate unemployment within the school community.

5.4.1.2 The school policy: School A

The school policy should contain the vision, mission statement, motto, school hours, morning assembly and devotion, dress code, punctuality and penalties for dodging classes. But the policy of this school is of a general nature and does not mention things not allowed on the school premises, such as cell phones, dangerous weapons, liquor, smoking and wearing of caps. However, the school policy has a clear motto: “*Faith in hard work*”. However, this is not known by all learners, educators and the SGB members because it is not displayed in the reception

and front building of the school for the school community and visitors to read. However, the observation results revealed that the SGB members were dedicated and worked towards ensuring that quality education takes place. Although there is a school policy, it is not used as a working document which explains the disorder apparent in this school. The school policy fails to signal the direction the school should take in its day-to-day management by the SMT and the principal. The school policy further fails to indicate the types of responsibilities which parents and members of the SGB should assume. Furthermore, the school policy does not provide the legal backing for a school in case of governance-based decisions in a court of law. The school policy of School A contains less information than that of Schools B and D. I therefore argue that even though the school has the school policy, this policy does not act as a guide in the day-to-day running of this school. This school policy lacks depth and fails to provide guidelines for teachers, the SMT and SGB.

5.4.1.3 The agenda and minutes: School A

The SGB minutes and the agendas were analysed. This indicated the following standing items on the agenda: school performance; strategies to improve results; financial report and report on school safety. The principal reported on the performance of learners grade by grade and poor performing subjects. He, however, failed to request the SGBs assistance to share strategies that could improve learners' academic performance. Another item that is discussed in the minutes is the financial report. The financial officer presented this item and the members of the SGB requested clarity where they did not understand. Despite the recurrence of the item on the agenda of all the meetings, information on how the finances of the school were utilised was scant and how the school ensured the safekeeping of its assets. This suggests maladministration and mismanagement of funds and school assets.

While analysing the minutes of the various SGB meetings held, I noted that the minutes were well organised. The minutes clearly showed the number of items discussed in various meetings, the resolutions taken, the people who were given responsibilities and the timelines in which certain tasks were expected to be completed. The school uses the new style of writing minutes in line with recent trends of writing minutes.

5.4.1.4 The SGB constitution: School A

Another document analysed in School A is the SGBs constitution. This document begins by providing the school's background information followed by the purpose of the constitution. The vision and mission statement is also outlined in the constitution. Furthermore, powers and functions of the SGB are stipulated in the constitution (section 20(1), SASA 84 of 1996). The constitution of the SGB also outlined the duties of all executive office bearers. The procedure for the disqualification or removal of a member of the SGB or the dissolution of the SGB is also clearly stated in the SGB constitution. This is stipulated in the South African Schools Act (Section 25, SASA 84 of 1996). This document is also well structured, because the pro forma of the DBE was used. In the section below, I discuss the vision and the mission statement of School B.

5.4.2 The vision and mission statement: School B

The vision statement of the School B is as follows:

To provide high quality education that ensures success for every learner through excellence in teaching and learning.

The school mission statement mentions the following:

- To promote of high quality education through teaching and learning;
- To prepare learners for higher education and readiness for vocational world;
- Promotion of, preparation of learners and independent and responsible citizens.

The vision statement comprises of one statement which refers to high quality education. Secondly, the vision statement is not personalised by referring to learners as "our" learners, it only mentions every child. It further articulates the importance of excellent teaching and learning. The vision statement does not provide a detailed discussion of the school curriculum. It is interesting to note that the provision of excellent education is encapsulated in the vision statement of the school, especially since the school is one of the best performing school in the circuit.

The mission statement comprises of three statements. The mission statement states that the school will “promote high quality education through teaching and learning”. This statement is in line with the vision statement because to achieve high quality education, teaching and learning must be excellent. The second statement refers to preparing learners for higher education and readiness for vocational world. This statement is also in line with the vision statement where the importance of higher education and readiness is highlighted. The third statement states that, “the school will produce independent and responsible citizens.” This statement is also in line with the vision statement where the importance of independent and responsible citizens is emphasised in the reference to learners as future citizen of the country.

Both the vision and mission statement reveal that the school’s core business is to provide quality education. The school therefore appears to be placing more emphasis on meeting learners’ quality results through excellent teaching and learning. The mission and vision statement of School B is very clear about its desire to offer quality education to its learners where reference is made to “excellence in teaching and learning.”

5.4.2.1 The school policy: School B

The school policy contains the basic requirements namely, the vision and mission statement, motto, school timetable, morning assembly and devotion, dress code, punctuality, and class attendance. The school policy also mentions things prohibited within the school premises, such as cell phones, dangerous weapons, liquor, smoking and caps. The school policy has a clear motto: “*Pride in excellence*” which is known by all learners, educators, and members of the SGB. Furthermore, all the learners, educators and SMT are working towards the attainment of excellence in the school. The school policy is also used as a working document. It dictates the direction the school should be taking in terms of executing the day-to-day management of the school by the SMT and the principal. The school policy not only assists the school with regard to the management of the school, but also allocates responsibilities to both the parents and members of the SGB. It also provides the school with legal backing to defend governance-based decisions in a court of law. The school policy of School B contains more information than that of School A discussed above.

5.4.2.2 The SGB agenda and minutes: School B

The SGB agenda and minutes have the following standing items: school performance; strategies to improve results; financial report; and report on school safety. The principal reported on the performance of learners grade by grade for the whole school. He also highlighted poor performing subjects in the whole school and requested the SGB to share strategies that could improve learners' academic performance. The analysed minutes and agenda of the SGB meeting revealed that another important recurring item on the agenda was the financial report. This item was presented by the financial officer and the members of the SGB asked questions for clarity

Safety is another item that appears in the agenda and minutes, which was also discussed in almost all the meetings held. A review of the minutes of the meeting revealed that the minutes were well organised with various subheadings: Discussion, Resolution and Responsibility and Time lines. Resolutions taken in the meeting are written and members were assigned responsibilities with timelines when allocated tasks were expected to be completed.

5.4.2.3 The SGB constitution: School B

The SGB constitution begins with the introduction or background of the school, followed by the purpose of the constitution. The vision and mission statement are also outlined. Furthermore, powers and functions of the SGB as stipulated in SASA section 20 are also outlined in the constitution and the duties of all executive office bearers are also highlighted. The procedure for the disqualification or removal of a member of the SGB or the dissolution of the SGB are also outlined in line with the SASA 84 of 1996(25) which states that if the SGB fails to perform its duties, the Head of Department can determine on reasonable grounds to appoint another member or to dissolve the existing SGB structure. This document is also well structured, because they have used the pro forma from the DBE. The constitution of School B has the same items as outlined in paragraph (cf. 5.4.1.4)

5.4.3 The vision and mission statement: School C

The vision statement of School C is as follows:

- To provide excellent education that ensures successful and responsible citizens.

The school mission statement mentions the following:

- Involvement of stakeholders;
- To produce quality results; and
- To produce responsible, independent and marketable citizens.

The vision statement comprises one statement which refers to excellent education. However, no reference is made to the provision of “quality” education. Secondly, the vision statement is not personalised by referring to learners as “our” learners; it only mentions responsible citizens instead of learners. It further articulates the importance of successful and responsible citizens. The vision statement does not state much about the school curriculum. I therefore, consider it to be shallow. It is interesting to note that the provision of excellent education is encapsulated in the vision statement of the school.

The mission statement comprises of three statements. The mission statement states that the school will “involve stakeholders”. This statement is in line with the vision statement because to achieve excellent education, stakeholder involvement is needed. The second statement refers to producing quality results. This statement is also in line with the vision statement where the importance of excellent education is highlighted. The third statement states that, “the school will produce responsible, independent and marketable citizens”. This statement is also in line with the vision statement where the importance of responsible, independent and marketable citizens is emphasised with reference to learners as future citizen of the country.

5.4.3.1 The school policy: School C

The school policy contains the basic requirements namely, vision, mission statement, and the motto of the school. The school policy of this school is of a specific nature. The school policy specifies items prohibited on the school premises, such as cell phones, dangerous weapons, liquor, smoking and caps. Moreover, the school policy has a clear motto: “*Success through excellence*” which is not known by all learners, educators, and the SGB members. Although School C has a good policy, most of the learners, educators and SMT members are not working

towards the upliftment of the standard of education in the school. The school policy dictates the direction the school should be taking in terms of executing the day-to-day management of the school by the SMT and the principal. The school policy dictates the dress code, punctuality, class attendance and absenteeism with regard to learners, teachers and SMT. The school policy of this school is specific but does not assist the school with regard to the management of the school nor assign parents and SGB with responsibilities. Furthermore, the school policy does not provide the legal backing for the school should it have to defend governance-based decisions in a court of law. The school policy of School C contains more information than that of School B discussed above. The school policy provides the principles, rules and guidelines that must be followed by the learners, educators, SMTs and the principal but these are not implemented accordingly. Hence, I argue that if the policy was implemented effectively, this school could be the most disciplined school in the circuit.

5.4.3.2 The SGB agenda and minutes: School C

The SGB agenda and minutes have the following standing items: school performance; strategies to improve results; financial report on school safety. The principals report on the performance of learners grade by grade for the whole school, poor performing subjects in the whole school and requests the SGB to share strategies that can improve results. Another item in the minutes is the financial report. The financial officer presents this item, and the members of the SGB then ask clarity seeking questions where they do not understand. Safety is another item that appears in the agenda and minutes, which is also given special attention. The school has well organised minutes with the following headings: Discussion, Resolution and Responsibility and Time line. Resolutions taken in the meeting are written and members are assigned with responsibility and timeline. This also correlates with what is discussed in the executive, finance, SGB and parents meeting. The agenda and minutes of School C are the same as Schools B and D.

5.4.3.3 The SGB constitution: School C

The SGB constitution is another document of School C that has been analysed. This document begins by the introduction or background of the school, followed by the purpose of the constitution. The vision and mission statement is also outlined. Furthermore, powers and

functions of the SGB as stipulated in SASA section 20 are also outlined in the constitution; the duties of all executive office bearers are also highlighted. This document is also well structured, because they have used the pro forma from the DBE. A pro forma is a document that is provided as courtesy or satisfies the minimum requirements (Dictionary Com). It is guideline that is designed to help all schools to draw policies that meet expectations of the Department.

5.4.4 The vision and mission statement: School D

The vision statement of School D is as follows:

- To empower learners with technical skills relevant to the job market of the country and abroad.

The school mission statement mentions the following:

- Teaching technical subjects;
- Effective teaching and learning;
- To encourage responsibility and accountability, team teaching, transparency and involvement of other stakeholders;
- Creating a happy, safe, stable and caring environment which is conducive to teaching and learning.

The vision statement comprises of one statement which refers to skills. However, no reference is made to the provision of “quality” education. Secondly, the vision statement is not personalised by referring to learners as “our” learners. The vision statement further articulates the importance of technical skills stating: “relevant to the job market of the country and abroad.” It is interesting to note that the empowering of technical skills is encapsulated in the vision statement of the school, especially since the government encourages learners enroll in TVET colleges to study technical subjects. The school, however, highlights technical skills as a cornerstone of education since the school is a comprehensive high school. The vision statement is short and concise which makes it easy for a Grade 8 learner to grasp it.

- The mission statement comprises of four statements. The mission statement states that the school will “*strive towards empowering learners with technical skills relevant to the job market of the country and abroad through teaching technical subjects*”. This statement is in line with the vision statement where the importance of technical skills is highlighted. The second statement refers to the delivering of “effective teaching and learning on the part of the educators”. Furthermore, the mission statement states, “the school will encourage responsibility and accountability, team teaching, transparency and involvement of other stakeholders”. This statement confirms the notion that schooling should be contextualised to address the specific needs of learners (Hoadley & Ward 2009:3). The fourth statement mentions: “Creating a happy, safe, stable and caring environment which is conducive to teaching and learning”. This statement is also in line with the vision statement where the importance of safety and caring environment is emphasised on the part of educators.

Both the vision and mission statement reveal that the school’s first core business is technical skills. The school therefore stresses meeting learners’ need to acquire technical skills.

5.4.4.1 The school policy: School D

The school policy contains the basic requirements: vision, mission statement, motto, school time, morning assembly and devotion, dress code, punctuality, class attendance and absenteeism. The school policy also mentions things which are prohibited within school premises, such as cell phones, dangerous weapons, liquor, smoking and caps. The school policy has a clear motto: “*Education secures progress*” which is known by all learners, educators and the SGB members. Furthermore, the school policy mentioned the curriculum of the school. It makes provision for “Subject streams” by indicating subjects that are taught in the school. For example, the Technical stream, Science stream and Services stream ensure that all learners and teachers are made aware of the different subjects offered in the school. I hold that a school should have a school policy, since the school is managed within a legal framework. Furthermore, the school policy should be used as a working document. It dictates the direction the school should be taking in terms of executing the day-to-day management of the school by the SMT and the principal. The school policy not only assists the school with regard to the management of the school, but also provides a good base for discussion with dissatisfied

parents. Furthermore, the school policy provides the legal backing for a school if it has to defend governance-based decisions in a court of law.

5.4.4.2 The SGB agenda and minutes: School D

The SGB agenda and minutes have the following standing items: school performance; strategies to improve results; and financial report on school safety. The principal reports on the performance of learners grade by grade for the whole school, poor performing subjects in the whole school and requests the SGB to share strategies that can improve results. Another item in the minutes is the financial report. The financial officer presents this item, and the members of the SGB then ask clarity seeking questions where they do not understand. Safety is another item that appears in the agenda and minutes, which is also given special attention. The school has well organised minutes with the following headings: Discussion, Resolution and Responsibility and Time line. Resolutions taken in the meeting are written and members are assigned responsibility and time/line. There is also correlation of what is discussed in the executive, finance, SGB and parents' meeting.

5.4.4.3 The SGB constitution: School D

The SGB constitution begins by the introduction or background of the school, followed by the purpose of the constitution. The vision and mission statement is also outlined. Furthermore, powers and functions of the SGB as stipulated in SASA section 20 are also outlined in the constitution; the duties of all executive office bearers are also highlighted.

This document is also well structured, because they have used the pro forma supplied by the DBE.

5.5 SUMMARY OF THE RESEARCH FINDINGS FROM DOCUMENT ANALYSIS

The study of the various documents confirmed that schools operated in a particular context. The focus of each school was revealed in its vision statement. Schools without a mission statement were lacking the direct impetus needed to address particular shortcomings.

Contrary to this, schools which had mission statement were more focused and worked steadily towards realising the vision of the school.

Generally, the school policies of the schools in this study revealed that a leadership role is assigned to the SGB members in various forms, such as treasurer and chairperson. The findings further suggest that all participating schools have some form of school policy. These school policies should, however, be revised to be in line with SASA and the constitution of the country (RSA 1996). Furthermore, some school policies should speak to the school's context more precisely in terms of what is not allowed on the school premises. Schools with clear and comprehensive school policies perform better academically than those without such policies.

According to SASA, section 20(1) (b) (c) and (c) SGBs of public schools must adopt the constitution, develop the mission statement of the school, adopt a code of conduct for learners at the school and develop other policies. Some SGBs of the observed schools appeared to be capable of drafting the policy using SASA guidelines. Hence, they have fulfilled their role stipulated in SASA, section 20(1) (b) (c) and (d).

5.6 FINDINGS FROM INDIVIDUAL INTERVIEWS WITH PRINCIPALS

5.6.1 Biographical information of school principals

I conducted individual interviews with the four principals in their respective schools. Three males and one female principal participated in this study.

Table 5.5: Demographic profile of the principals

Principal	Gender	Qualification	No. of years in principal ship
A (School A)	F	STD, B.Ed. Hons	8
B (School B)	M	STD, B.Ed. Hons	11
C (School C)	M	STD, BA B.Ed. Hons	6
D (School D)	M	STD,HED,B.Ed Hons, M Ed	14

Table 5.5 provides biographical information of the four participating school principals. The table indicates that School A principal is female and that she is well qualified as she holds the following qualifications: a senior teachers' diploma (STD) and a Bachelor of Education degree at an honours level. She has been a principal for a period of eight years. Principal B is male with similar qualification as Principal A. However, he has eleven years of experience in the principalship position. Principal C also holds similar qualification to A and B. However, his experience in the position of principalship is slightly shorter: he has been in this position for a period of six years. Principal D is more qualified and more experienced than the first three principals. He holds the following qualifications: an STD, a higher education diploma (HED) an honours and a master's degree in education. Table 5.5 further revealed that the principal has been in this position for fourteen years.

The principals were interviewed individually in their schools. These interviews took place in their offices at a time convenient to them. The following themes emerged from the individual interviews.

Table 5.6: Emerging themes from interviews with the principals

Theme 1: Understanding roles and responsibilities of SGBs
Theme 2 : Benefits of sharing governance with the SGBs
Theme 3 : Handling of school finances
Theme 4 : Challenges in functionality of school finances

5.6.2 Understanding roles and responsibilities of SGBs

The role of the SGB has received considerable attention since 1996. According to SASA (Act 84 of 1996), the responsibility of the SGB is to ensure effective governance of schools.

Principal B indicated:

“The main responsibility of the SGB is to promote the best interest of the school and to ensure its development through the provision of quality education for all learners at school.”

He further highlighted:

“The SGBs must support the principal, educators and non-teaching staff of the school in the performance of their professional functions.”

This was supported by another participant who stated thus:

“The most important role of the SGB is to support the Principal and the staff in ensuring that learners get the best possible education.... ensure the smooth running of the school, by promoting the best interest of the school.”
(Principal C)

However, School D’s principal held a different view:

“The most important role of the SGBs in the school is to govern the school finances and buildings.”

The above quotations indicate of what the principals viewed as the most important task of the SGBs. Their statements are in support of the South African Constitution (RSA, 1996). From the responses, the principals of schools were able to discuss their conceptualisation of the roles and responsibilities of the SGBs. Principals as instructional leaders are described as strong, directive leaders who are successful at turning their schools around hence, they should play their role of guiding the SGB members in their roles and responsibilities. I argue that the principals who participated in this study are educated with considerable experience in their positions (Table 5.5) and are thus aware of the benefits of a participatory leadership style. SGB members are also educated and well informed and did not require a lot of guidance from the principals and were able to come up with innovative ideas ensuring that schools were properly managed. The study results revealed that the SGB members were able to decide on the school curriculum and the language of instruction of the schools.

The findings further suggest that the school principals understood the most important role of the SGB and as such they were able to allocate various tasks to members of the SGB in the various committees they occupied. As revealed during observations of the meetings of the

SGB, members were able to report on their portfolios. Given the complexity of their roles, SGBs came up with innovative ways of leading schools such as empowering each other and working together to fulfil their responsibilities

5.6.3 Benefits of sharing school governance with the SGBs

In the past, school governance in South Africa was characterised by a top-down approach. Educators, learners and parents were excluded from making important decisions about school during the apartheid period. According to Madiasgotsile (2012), principals and inspectors were the main decision-makers in schools. However, the post 1994 education reforms included the democratisation of schools wherein both the school communities and the schools worked co-operatively to ensure the smooth running of the schools (RSA1996). The interview results revealed the principals' views with regard to the role of the SGB's in the governance of the schools. Although the sharing of school governance is meant to relieve principals of some responsibilities to enable them to be instructional leaders, it poses other unanticipated problems. Most principals are used to being the only leaders of the schools. The participating principals had considerable years in the principalship position (6 to 14). It is therefore safe to assume that they were brought up and educated in a democratic ethos which made it easier for them to share their responsibilities without feeling threatened. At other levels sharing responsibility can thus pose a problem not only to the school principals but also to the SGB members who might be less educated when compared with the principals as is usually the case in rural areas. This is what the principals had to say with regard to the school governance.

“The new system of governance is democratic.” (Principal D)

This was supported by another principal:

“The new governance system involves all stakeholders.” (Principal B)

These principals valued the sharing of responsibilities as indicated in the quotation below

“The democratic election of SGBs is important as they represent parents who elected them unlike the previous PTSA.” (Principal C)

The quotations above indicate that principals viewed the governance system in their schools as participative. They all agreed that it involves stakeholders, which in line with participative leadership style. Although various leadership theories are discussed in chapter 2, namely the contingency leadership theory (cf 2.4.1) the transformation leadership theory (cf 2.4.2) and participative leadership theory (cf 2.4.3), the participatory leadership theory underpins this study. The democratization of the education system paved way for participatory leadership in schools. According to George (2016), the participative leadership style offers employees more than just an opportunity to improve their income through good performance. It gives staff members a chance to be active in determining the future success of their respective companies. As such employees who actively participate in the growth of their organisation tend to have job satisfaction and stay longer in their organisations to ensure that their plans come to fruition. This improves employees' retention and cuts the costs of turnover (Kokermuller, 2017). Kokermuller (2017) states that employees under this type of leadership recognise that their ideas and feedback are appreciated and put into action. It also makes employees work hard in a participative culture and make use of their creativity. I therefore argue that such leadership style tends to improve employees' morale within the workplace. Employees feel more engaged when they have a voice in decisions making. It also gives employees the sense that they are also key stakeholders in the evolution of their institutions. The SGB members' number of years in their positions also provides an indication that they are able to work harmoniously with the school principals. The above is in line with Team Technology (2017) which states that participatory leaders achieve their goal, through team work, and through collective involvement in the task. It involves engendering ownership among a group of followers, which creates a sense of ownership of decisions taken, the direction to be followed and the success achieved. In this type of leadership style, people feel valued as an integral part of the team, the group itself becomes the focus of the team and they achieve through their relationships and cooperative teamwork (Hellinger, 1978). This is in line with participative leadership style. This style of leadership involves stakeholders who actively participate in decision-making. I argue that governance system should be democratic that is, must harness diversity, build communities and create shared responsibilities for schools to perform well and to improve the working relationships between the SGB and the principals.

Research shows that there are at times tension between the SGBs and principals especially in suburban areas, where members of the SGB are more educated than the principals. In such

environment principals tend to be threatened by the SGB's (Mestry, 2016; Thekiso, 2014, Baruth, 2013). In such environments principals appear to be rubber stamping decisions of the members of the SGBs. The results of this study did not show such tensions and principals appreciated the manner in which SGBs are elected because the election process respected the wishes of the communities which the SGBs represented. Participatory leadership can only take place with well-educated people who understand their role and responsibilities and who are able to envision the future. It is for this reason that in most affluent schools, principals feel threatened by the members of the SGB who are mostly professionals and more educated than these principals (cf. Thekiso, 2014; Baruth, 2013). Thus, the participative leadership style has its disadvantages: decision-making takes more time, it is less effective with unskilled labour and there are potential dangers when it comes to information sharing (Kapoor, 2001). The major flaw in participative leadership theories is the time it takes find a solution to a problem (Mate, 2017). When a group of people are supposed to deliberate on a problem and possible strategies, they must have structure and guidance to use time effectively when seeking solutions (cf 2.4.4).

Another criticism of participative leadership theory is that it is only effective in certain types of environments, such as in schools or universities where the majority of the workforce is educated. Good leaders are thus made, not born. Good leadership is developed through a process of self-study, education, training and the accumulation of relevant experience (Bass & Bass, 2008). According to Jenkins (2013), the basis of a good leadership is strong character and selfless devotion to an organisation. From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organisation (Abassialiya, 2010). Manufacturing companies with large workforce might have more difficulty arriving at a business decision using a democratic leadership style. Thus, this leadership style works best with a smaller, more skilled labour force that can provide management with informed input (Vroom & Yetton, 1973).

5.6.4 Handling of school finances

Amongst the roles and responsibilities of the SGB, the most important is ensuring that the school finances are well accounted for. Furthermore, finances should be used for the sole

benefit of the learners. The SGB is therefore expected to account for the use of the school funds and raise funds of their respective schools.

Principals commented:

“The finance officer is responsible for the day-to-day financial administration of the school, like responsible for petty cash and payments made by learners.” (Principal B)

A different view was held by principal D who indicated that:

“They use inventory form, asset register that is updated yearly to ensure that infrastructure, teaching and learning materials are made available.”

Yet another view was expressed by principal C who said that:

“The Chief Administration Officer who is the secretary of the finance committee is responsible of the school finances...The school adheres to the budget when budget is made although there are lapses here and there.”

A detailed explanation of the process of financial accountability is provided in the quotation below:

“The principal and the financial clerk are the two people responsible for the day to day financial administration of the school...Budget is from the committees, departments and then submitted to the principal, who will further submit it to the finance committee for prioritising. Furthermore, the finance committee will table it to the SGB meeting for prioritising and lastly to the annual general meeting of parents for endorsement...The financial officer, who is the administration clerk under the supervision of the principal as the accounting officer are responsible for the financial administration of the day to day administration of the school.” (Principal A)

The interviews indicated that the principals understood that they are responsible for handling the day-to-day financial administration of the school. They all agreed that the principal is the financial officer. This is in line Dibete (2015) who claims that school governance is entrusted with the responsibility or authority to formulate and adopt school policy on a range of issues including, but not limited to, school uniforms, school budgets, developmental priorities and endorsement of a code of conduct for pupils, staff and parents. Furthermore, section 16A (2h) stipulates that the principal must assist the SGB with the management of the school funds, which assistance must include the giving of advice to the SGB on financial implications of decisions relating to the financial matters of the school. I also support the above view, because all finances in the school must be authorised by the principal as an accounting officer. Furthermore, the Mpumalanga Department of Education conducted financial management workshops for principals in 2017. These workshops dealt with the management of school finances and the procedures used in financial management. These workshops assisted the principals in understanding their roles and responsibility as accounting officers for their school finances.

Even though the budget was discussed in most SGB meetings, I argue that most SGB members in the participating schools were not skilled enough to understand the school budget; as such the principals remained the sole administrator of the school finances with the members of the SGB's rubber stamping their decisions. The quotations below prove this point:

Principal C commented that:

“Although members of the SGB were dedicated and participated in the management of the school they lacked financial background and as such it was difficult for them to comprehend the school budgets.”

This was supported by principal D who mentioned:

“Although arrangements were made to conduct workshops for the SGBs on financial issues the trainers employed to conduct such training did not have financial backgrounds as such training were not beneficial.”

This is supported by Mestry and Bodalina (2015:432) who argue that many SGBs lack the necessary financial skills to develop practical budgets and procure physical resources for their schools. According to the Centre for Education, Policy and Development's (CEPD) (2016), there is a lack of transparency at some schools, which leads to mistrust among stakeholders. The issue of school budgets was however, not creating tension in the four participating schools because in all the minutes of the meetings the school budget was discussed. This does not however, entail that the SGBs had a clear grasp of what was happening but they were able to deal with the most practical aspects of the budget as discussed during meetings.

5.6.5 Challenges in functionality of SGBs

SGBs experienced certain challenges which in turn impacted on their performance in the schools as illustrated by the quotations from the principals below:

“The present SGB is assisting the school in many ways; however, there is a challenge of developing policies and managing finances in the school.”
(Principal B)

Another challenge is with regard absenteeism as indicated in the quotation below:

“Some members do not attend SGB meetings and SGBs fail to control their members during meetings and that the same members expect payments for being in the SGB.” (Principal C)

This was supported by another principal who commented thus:

“Absenteeism of SGB members to attend meetings on weekends is a problem because some of these members are working during the week and want to rest or do their own things on weekends.” (Principal A)

“There are no factors that affect the school governance negatively, because the SGB of school D is functional.” (Principal D)

Thus, principals are experiencing challenges when working with the SGBs and amongst the challenges alluded to is the inability of the SGB to develop policies as well as to manage finances. As alluded in previously in the document analysis section (5.4), all schools had school policies however, there are room for improvement of such policies and Although this was not clear during the observed meetings, drawing up policies as well as managing finances is also cited as a challenge in most South African schools, especially those located in rural areas. The inability of SGBs to develop school policies could be viewed against the need to do this formulation in English; however, such challenges were minimal among the members of the SGBs who participated in this study. During meetings they participated effectively in their home languages and this allows active participation.

The quotations above further revealed that most members of the SGB were unable to manage finances. Financial management is cited as one of the major challenges hampering SGBs in fulfilling their task. Although during meetings members participated in the discussions with regard to budget issues, the principals were of the opinion that their SGBs needed further training on financial management to strengthen their management skills. The SGBs therefore had challenges in understanding the spreadsheet of the amount received and how such an amount needed to be spent. In short their challenge appeared to be related to understanding the figures and planning ahead. I argue that this challenge is not only faced by the SGBs but also by the principals themselves resulting in the mismanagement of school funds.

This is what they have to say:

“We do not receive adequate financial training ourselves as such it not easy for us.” (Principal B)

“The training that we receive is inadequate, the people who are supposed to train us appear to lack thorough knowledge of financial management themselves.” (Principal C)

This was supported by another principal who commented thus:

“Even programs offered at universities do not equip us with financial management skills.” (Principal A)

Financial management is a problem not only to the SGBs but also to the principals who do not have background knowledge in financial management as alluded to in the quotations above. The principals are unable to use the finances effectively. They are also unable to train their SGBs on effective management and this could mask their own lack of skills for fear of being questioned. I argue that this is a serious challenge especially in the light of the principals' claims that management courses fail to prepare them adequately for this important responsibility. However, Principal D was able with regard to the management of his school finances and as such appeared to be comfortable with the SGB and the ways in which finances are handled at his school.

The interviews with the school principals revealed that the members of the SGBs did not always fulfil their responsibilities; the most serious problem was absenteeism from meetings. The results revealed that principals tried to arrange meetings over the weekends but still the problem of absenteeism persisted in their schools. It should be the responsibility of every member of the SGB to ensure that they avail themselves whenever there are scheduled meetings. Lack of attendance implies that most members of the SGB fail to take their responsibilities seriously. Principals are not in a position to compel members to attend as they are adults who should ensure that they adhere to the rules and regulations stipulated. Members who are constantly absent should be advised to step down and allow those who are committed to take over. Principals should ensure that meetings are planned in advance especially when most members of the SGB are fully employed. Having a year calendar with scheduled meeting makes it easy for members to meet at a time which is convenient to all. The interview results further revealed that the problem of absenteeism was associated with the fact that some members expected payment for membership of the SGB. I further argue that since principals are used to govern schools on their own, they struggle with the democratic leadership style they are expected to implement due to lack of experience of such leadership style. As a result, it is easy for them to blame members of SGBs instead of them accepting their own shortcomings and finding solutions to work cooperatively and fruitfully with the members of the SGBs.

According to SASA, Act 84 of 1996, the SGBs are in a position of trust; this implies that they are expected to act in good faith, to carry out duties and functions on behalf of the school and to be accountable for their actions. Furthermore, section 20(1) of the SASA (1996) states that the SGB of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at school. Furthermore, it is the responsibility of SGBs to promote the best interests of the school in terms of teaching and learning, staff development, curriculum development and providing quality education to all learners (SASA, 1996). The SGBs also make proposals regarding school policies which should be in line with National Education Act (Department of Education, 1996). Ndou (2012:23) argues that performance governance entails accountability for carrying out the activities of the school and in terms of which the vision of the school regarding the provision of a service to learners is put into practice. This dimension of governance entails specific and legal obligations, which require particular knowledge, skills and expertise. Research (Ndou 2013, Mestry 2014; Mcube 2015) shows the importance of having educated and well informed SGB members who are able to bring a difference schools. The results of this study revealed the SGB members were both well qualified and experienced hence they were better positioned to fulfil their responsibilities effectively. However, their lack of background knowledge in financial management appeared to disadvantage them in performing their duties as alluded by the principals in the quotations above. Although the observed meetings were fruitful, there is a need to strengthen their capacity of deal with financial matters through attendance of workshops organized by the schools (Mothibi, 2015:12). These SGBs were clear of their roles as evidenced by their active participations in the scheduled meetings. Their levels of education enabled them to make sound decisions on the school curriculum and the language of instruction in their respective schools. The results of this study are therefore in contrast with Thekiso's (2013) study which revealed SGB inability to work effectively in rural schools due to low literacy levels.

5.6.6 Financial training/capacity of SGB's

The challenges experienced by the SGBs (Mestry 2014; Heystek 2015; Mncube 2017) are mainly the result of lack of education and proper training especially in rural and township schools. However, the participating SGBs in this study are markedly different from the participants in the studies mentioned above. Almost all the SGB's who participated in this study

had a post matric certificate: out of the 15 members who participated in this study only two could be said to be less educated as they had a grade 10 and grade 12 respectively. Their experiences in the SGB position ranged from five years and more which implies that these research participants were both well qualified and experienced to perform their duties adequately as evidenced by their participation in the observed meetings. Despite their experience and levels of education SGBs are expected to receive continuous training from their schools. Principals are expected to further train their SGBs on context specific issues. Yet, very few principals conduct such continuous development workshops to meet the unique needs of their SGBs. I argue that although provincial workshops are conducted on various issues, such workshops are not enough and that schools should ensure that they address context specific issues. Although SASA (RSA, 1996) makes it mandatory for the principal to conduct such workshops, there is a lack of monitoring to ensure that this role is actually performed.

Regarding the types of training available to the SGBs prior to work commencement, the principals of the four participating schools commented as follows:

Principal B commented: *“Yes, the Department has conducted trainings, even though some SGB members do not attend.”*

This was supported by principal A who commented as follows:

Definitely the Department organised workshop in 2016 on school governance. The above programmes were useful, as they capacitated me as a financial manager and also enriched me with skills and knowledge on how to manage school finances and assets.”

“There are trainings that are conducted every year to SGB members even though they are conducted in English.” (Principal C)

“Yes, the Department organised workshop on school governance’ moreover and above that I also organise workshops for my SGB’s to capacitate them on some issues of governance where they experience

challenges, especially on handling meetings, policy development, financial management and on their roles and responsibilities.” (Principal D)

The quotations above indicate that SGB members received annual training on various issues. This preparation enabled them to carry out their duties effectively as evidenced by the fact that all the schools had vision and mission statements and school policies which were all well written although there is room for improvement (cf 5.4). I argue that attendance of workshops organised by the provincial Department are fruitful as it capacitated the SGBs to fulfil their responsibilities. Although annual training workshops are organized, there appears to be inadequate support within schools to ensure the implementation of the decisions taken. I therefore argue that for such training to be fruitful, continuous support is required within the school environment to ensure efficiency.

The four principals interviewed asserted that the Department of Education has conducted training for SGB members. Section 19(a) of SASA concurs that the provincial legislature and Head of Department must establish a programme to provide introductory training for newly elected SGB members to enable them to perform their functions effectively. The Provincial Head of Department must also continue training SGBs, not only to promote the effective performance of their functions, but also to enable them to assume additional functions. After the election of the SGBs, there must be training intervention. The above is in line with Thenga (2012:5) who argued that the SGB responsibilities should be highlighted during their training. SGB members must be equipped with skills to deal with the school finances. The training sessions should be on continuous basis based on needs and should be strengthened to equip SGBs with the requisite skills to perform their duties efficiently and effectively.

According to John (2012), the greatest problem across all schools is lack of clarity of the role of the SGB in schools. It is therefore argued that most SGBs are of the opinion that they are above the school principals and therefore see their main responsibility as overseeing the running of the school and as such are reluctant to work closely and cooperatively with the principals. Further, Ngobeni (2015:4) highlights an important challenge in SGBs from previously disadvantaged communities, namely, lack of the necessary knowledge in formulating policies and lack of financial management and, consequently, the inability to work out practical solutions to challenges.

Ngobeni's findings are not in line with the findings of this study as the major challenge was only with financial management.

5.6.7 Summary of the research findings from interviews with principals

- The participating schools were all functional because they all had clear roles and responsibilities for the members of SGBs in their schools (cf. 5.6.2.);
- Principals in this study revealed that the leadership role of the SGB is key to the success of the governance of the school (cf. 5.6.2);
- Members of the SGBs are democratically elected making them accountable to their constituency;
- Participating principals were all well qualified and have vast experience in management which made it easier for the principals to implement participatory leadership style (cf. 5.4);
- The challenges identified by the school principals in performing their duties included absenteeism, lack of financial management skills as well as lack of adequately organised workshops on financial management (cf. 5.6.5);
- Principals understood their role as financial officer, that is, they are ultimately accountable for the handling of school finances (cf. 5.4).

5.7 FINDINGS FROM FOCUS GROUP INTERVIEWS WITH SGB MEMBERS

5.7.1 Biographical information of SGB members

I conducted four focus group interviews with parent governors, administration staff members and teacher governors who were SGB members. Each focus group interview consisted of four SGB members from Schools A-C and three in School D respectively. Five main themes emerged from the focus group interviews with members of the SGB's: a) Understanding roles and responsibilities of SGB's, b) Weaknesses in the governance system, c) Handling of school finances, d) Challenges in functionality of SGB's and, e) Training/Capacity of SGB's.

Table 5.7: Biographical Profile of the SGB members

SGB MEMBERS	Home Language	Qualification	No. of years in Governance
(1 A) teacher	Swazi	BSc & BSc. hons	6
(2A) parent	Swazi	End-user Computer Certificate, NPDE & ACE	7
(3A) parent	Swazi	Grade 10	6
(4 A) admin staff	Swazi	Grade 12 & N4	7
(5B) parent	Swazi	NPDE & Grade R Certificate	6
(6B) teacher	Swazi	B.Ed. (FET)	5
(7B) admin staff	Swazi	N6 & Business Certificate	8
(8B) parent	Swazi	Grade 11	11
(9C) admin staff	Swazi	Computer Certificate	6
(10C) parent	Swazi	Grade 12	9
(11C) teacher	Swazi	B.Ed. FET	7
(12C) parent	Swazi	Computer Certificate	8
(13D) teacher	Swazi	B.Ed. FET	5
(14D) parent	Swazi	Grade 12	10
(15D) parent	Swazi	B.Paed	8
(16D) admin staff	Swazi	Computer Certificate	6

Table 5.7 provides the demographic of the SGB members. Fifteen members from four schools participated in the study. I used numbers and letters as their pseudonyms to protect their identities and those of their schools. Column two of table 5.7. Indicates that all SGB members were Swazi home language speakers which further explains why most meetings were

conducted in Swazi although they were all proficient in English. Table 5.7 results further revealed that the SGB qualifications varied tremendously. One member possessed a BSc honours degree (SGB1A) Four had a junior degree: Bachelor of Education Degree Further Education and Training Phase (SGB 6B; 11C; 13D and 15D respectively). Three SGB's had a certificate qualification in computers, namely SGB 7B; 9C and 12C. SGB member 5B had the following qualification: the NPDE and Grade R Certificate. The least qualified were SGB 3A with Grade 10 and SGB10C with Grades 10 and 12 as their highest qualifications respectively. The participating SGB members had varied years of experience in their job. Almost all had been in their position for a period of five years; one member having the highest number of years of experience of 11 years, SGB 8B. It can therefore be said that the SGBs who participated in this study were both well qualified and experienced.

5.7.2 Understanding roles and responsibilities of SGB's

The first theme to emerge from the focus group interviews was their understanding of their roles and responsibilities as SGB members. Understanding roles and responsibilities of SGBs plays a major role in determining the functionality of SGBs or dysfunctionality thereof. The quotations below provide insight on their understanding of their roles and responsibilities.

“To assist and ensure compliance to the policies and implementing the plan of developing the school and checking the progress we made in the day-to-day running of the school” (Parent participant 5B)

“The most important role of the SGB in the school is to help the school principal to manage the school activities in an efficient way.” (Admin Participant 9 C)

“To see to it that the school money is not eaten by the principal.” (Parent participant 15D)

Thus, the SGB members who participated in this study knew their roles and responsibilities. Almost all the SGB members who participated in this study were experienced with six to ten years in their positions. Although other studies cite lack of experience on the part of the SGBs, the participants were well qualified; only two SGB members had Grade 10 and 12 certificates only. I therefore argue that these SGB members were all well qualified and as such understood

their roles and responsibilities clearly. However, the major challenge is caused by the fact that the formulation in the SASA, Act 84 of 1996 (RSA1996) appears to be unclear; as such it might need to be revised for more clarity.

Erikson (2012) argues that without clear role description members are more likely to waste their energies negotiating their roles within their teams rather than focusing on the productive tasks. He further points out the weaknesses of every organisation is prompted by lack of knowledge on the side of the leadership, wherein leaders lack sufficient knowledge of their roles and responsibilities and knowledge of executing such responsibilities. This causes many problems and confusion in organisations and render them ineffective. However, as alluded to earlier, the SGB's who participated in this study were very clear about their role and responsibilities and could access all information contained in the received documents on their own.

In contrast to viewing their responsibilities narrowly, other SGB members were more articulate and stated thus:

“To develop the vision and mission statement of the school”. (teacher participant 1A)

“To adopt the constitution.” (teacher participant 11 C)

“Promote the best interest of the school and its development”. (teacher participant 13 D)

“Help the principal, educators, and non-teaching staff to perform their professional duties”. (Parent participant 8B)

The results revealed that most SGB members understood their roles and responsibilities very well and as such could execute their duties effectively in their schools. I therefore argue that the level of education together with the number of years of experience in the field plays a major role in clarifying ones' responsibilities as articulated by SGB members above. A broader understanding of roles and responsibilities enable the members of the SGB to assist in the management of the school and ensuring that effective teaching and learning takes place (Mncube, 2016; Mestry, 2013, Heystek, 2015). The role and responsibilities of the SGB include formulating and adopting school policies on a range of issues including, but not limited to,

school uniforms, school budgets, developmental priorities; endorsement of a code of conduct for pupils, staff and parents (RSA, 1996). According to Dibete (2015), democratic school governance implies that all the stakeholders, including the parents, decide on the school policies which affect the education of their children. This highlights a genuine handing over and sharing of power with concomitant responsibilities and accountability in line with a transformational leadership style, which states that transformational leaders have the power to create a set of corporate values and culture (Hellinger, 1978). Furthermore, transformational leaders are an essential factor for the development of corporate competence in relation to other social groups and actors. I argue that most SGBs who understand their roles and responsibilities are professionals and as such they are able to explain what is required to their peers who might not necessarily be at their level. English language proficiency skills is necessary to access the language used in the SASA document, otherwise principals should ensure that all their SGB members understand their role and responsibilities. In cases where members of the SGB are educated and experienced as was the case of the study participants it becomes the responsibility of the principal to share the leadership responsibilities with them. Failure of the principals to implement transformational leadership style might result in these principals failing to use the social capital which is within their schools effectively.

5.7.3 Handling of school finances

The literature on the mismanagement of school finances includes focus on the unresolved issue whether financial management is the task of the principal or the SGB as a whole. According to Mestry and Govindasammy (2013), financial accountability is the responsibility of the school accounting officer who should exercise control of public funds as guided by the Public Financial Management Act (PFMA) National Treasury. SASA and the Employment of Educators Act (1998) which mandate principals to be accounting officers of their schools. The role of accounting officer includes maintaining a system of financial control, conducting internal audits, appropriate procurement procedures and accounting for and controlling revenues. Principals are accountable for the control of expenditure and are responsible for safeguarding school assets. Section 4 of EEA stipulates that handling of school finances is one of the most important functions of the SGB's. The smooth running of the school and of quality teaching and learning is dependent on the financial soundness of the school. As the role of SGB includes handling finances, it is not surprising that it was a major theme which emerged from

the data. The quotations below indicate the major stakeholders' views with regard to who is responsible for handling school finances.

"The principal is responsible for day-to-day administration of the finances."

(Parent participant 3A)

"Finance committee." (Admin participant 7C)

"It is the finance officer." (Teacher participant 6B)

"The school administration clerk who is the member of the SGB." (Parent participant 15D)

The above quotations provide varied views with regard the person who is responsible for handling the school finances of the schools. It is therefore not surprising that literature abounds of tensions between the school principals and the members of the SGB with regard to the handling of school finances. According to Mestry (2016), Diabetse (2015) and Heysteck (2017), most school principals are of the opinion that handling school finances is their responsibility and that they should only inform the members of the SGB on how the finances were spent. This creates tensions especially with educated and more knowledgeable SGB members who are clear about their role and responsibilities. In rural communities where most members lack financial background knowledge, the principal and members of the SMT tend to be the only ones with sound knowledge of the school finances. Ngobeni (2015:25) argues that SGB's are not well trained on the handling of the school finances and that existing training is inadequate.

The quotations below show how the SGB members who participated in this study viewed the training they received.

"We did receive some training on various aspects of school management and most of the training sessions were well paced" (Teacher participant 13D)

This was contrasted by another point of view:

When it comes to financial management we have a problem, most workshops which we attended were facilitated by people without financial management as such we did not gain anything (Teacher participant 1A).

Another SGB indicated that:

Principals were in fact unwilling to share the financial responsibilities as such they did not become involved in it (Admin participant 16D)

The inadequacy of training to impart financial knowledge has been documented. According to Mestry (2012), most SGB trainers in financial management of schools do not have a background knowledge in financial management. Consequently, the SGB is not knowledgeable on how to handle finances and how to do costing in the respective schools. This coupled with inadequate training for principals results in mismanagement of the scarce resources they have at their disposal (Mncube, 2015). As a result, most schools especially those located in rural areas experience budget deficits and obtain unqualified audited financial statements (Heystek, 2017). Furthermore, section 37(1) of SASA stipulates that the SGB is charged with the financial accountability function of school finances, an obligation which is thus legally prescribed (RSA, 1999). This is provided for in terms of establishing a school fund, collecting and controlling funds and, most importantly, ensuring that school funds are used exclusively for educational purposes (SASA, 37 (3)(a)).

I argue that the principals must execute their role, which is stipulated in section 16A(h) section 16A (2h): “the principals must assist the SGB members with the management of the school funds, such assistance must include advising the SGB members on financial implications of decisions relating to the financial matters of the school”. I also support the above view because all finances in the school must be authorised by the principal as the accounting officer. Furthermore, Mpumalanga Department of Education conducted financial management workshop for principals in 2017 on how to manage school finances and the procedures used in financial management. As a result of the workshop, almost all principal participants were very clear of their role and responsibilities with regard to the handling of school finances.

The quotations below show that capacity training was done with the new cohort of SGB members before they commenced with their work in all the participating schools. This is what the SGB participants said with regard to the attendance of various workshops aimed at capacitating them.

“Insufficient programmes and training by the Department.” (Parent participant 12 C)

“Yes, the department has organised workshops on school governance more than twice.” (Admin Participant 4A)

“Yes, the department had organised workshops to capacitate SGB in running the school and on understanding policies.” (Parent participant 2A)

However, with regard to the usefulness of the conducted workshop, participants said:

“Although there are SGB workshops organized these workshops tend to be poor because they are conducted in English. As a result, most of the SGB’s are unable to participate fully due to language barriers.” (Admin participant 7 B)

Different views were held by other participants on the usefulness of the workshops conducted as shown in the quotations below:

“We need training on the handling of school finances which we do not get.” (Admin participant 9C)

“The workshops from the Department of Basic Education are not enough.” (Parent participant 15 D)

“School principals should organise workshops for us on financial management.” (Teacher participant 13D)

The quotations above revealed that SGB members attend capacitation workshops which are organised by the Department of Basic Education. The Department of Education adheres to the SASA requirement, section 19(a) of SASA which compels the Provincial Legislature and the Head of Department to establish a programme to provide introductory training for newly elected SGBs to enable them to perform their functions effectively. The Provincial Head of Department is also mandated to provide continuous training to SGBs, not only to promote the effective performance of their functions, but also to enable them to assume additional functions (RSA, 1996). After the election of the SGBs, there must be training intervention. The SGBs responsibilities are highlighted during their training. SGB members must be equipped with

skills to deal with the school finances. The training sessions should be on continuous basis based on the needs of the SGB needs and should be strengthened to equip SGBs with the requisite skills to perform their duties efficiently and effectively (Thenga, 2012:5). The results, however, revealed that such training is less beneficial to the SGBs as the facilitators lack the background knowledge in finance management. As alluded to by the school principals, even university courses fail to adequately prepare them in financial management despite their management qualifications. The quotations below provide evidence of the language related challenges experienced by the SGB.

“The workshops are conducted in English and although we understand most of our colleagues do not.” (Parent participant 8B)

Why should the materials be only in English and not in our home languages? Most of the SGBs from other schools are unable to fully participate because they are unfamiliar with the language.”(Parent participant 3A)

“You see this is a rural area and after completing our Grade 12, we do not have opportunities to practise the language. We will benefit more from such training if the facilitators use our first languages.” (Parent participant 10C)

The results revealed that although the SGBs who participated in this study are able to participate during training, the use of English as medium of instruction is a challenge to most parents who are not professionals. Understanding the language and expressing one's ideas in a language which one is unfamiliar with is difficult. I argue that although the participating SGB members could understand the language, they might still struggle to express their ideas because English remains a challenge to them. It is therefore recommended that workshop conveners take the language needs of the communities into consideration to ensure that these workshops are beneficial to the SGB members.

The training should show the SGBs how to build positive relationships with other parents and community members. The members of SBGs should build good interpersonal relationships among themselves and promote team cohesion. It will become easier for SGB members to share opinions, make decisions and resolve conflict in a positive manner if they work as a team.

The SGBs must communicate with parents and the community on a regular basis (Gauteng Education Act 1997:34). Although training is organised, most SGBs fail to attend these workshops because of language related challenges. Furthermore, little attention is given to consultation with members of the SGBs in order to ensure that most members are available to attend.

5.7.4 Challenges experienced by the SGB

Most members of the SGB experienced challenges while executing their responsibilities as school governors which hindered their fulfilment of their responsibilities. These are revealed in the quotations below:

“We do not stay in the school every day.” (Parent participant 5B)

“There is lack of communication between the school and the SGB members.” (Parent participant 10 C)

“Lack of involvement and commitment amongst SGB members”.
(Participant 3A)

“Long meetings.” (Teacher participant 11c)

“Lack of transparency and honesty”. (Parent participant 14D)

Some challenges were outside the scope of influence of SGB members; others could be resolved by the SGBs through commitment and dedication. Data showed that some relationship problems between the schools and the members of the SGB. It appears that schools fail to communicate effectively with the SGB's, which hinders performing duties to the best of their abilities. Leadership requires of leaders to communicate clearly and schools appear to be failing to do so. It appears as though principals were unable to share the leadership responsibilities with the SGB members despite the fact that the latter were educated. Although results from observations indicated harmonious relationship between all stakeholders, at the heart of the problem could be the failure to implement transformational leadership style in schools. I therefore argue that for transformational leadership to take root principals need to be trained to use this style more effectively (Hellinger & Murphy, 1978; Bass, 1990). Once a principal is well skilled, he/she will be better able to deal with the underlying tensions between him/herself and the members of the SGB.

Data also revealed that most SGB members are weary of long meetings. Although observed meetings were concluded on time and the agenda was sent to the SGB members on time, it appears as though that was not necessarily the norm. The focus group interviews are thus in contrast with the observations made with regard the meetings held in the four participating schools. Focus group interviews revealed that in most cases the meetings tend to be long and also lack planning and clear goals. I, therefore, argue that long meetings are a result of not having regular meetings which becomes an inconvenience. SGB members are parents with families to take care of, as a result it is essential that principals plan regular, short meetings. The long meetings are not only unproductive but members become reluctant to attend them because of the length of time it takes to conclude such meetings. Long meetings are unproductive and ineffective and meetings should not be longer than two hours (Maynard, 2016).

Another main findings of the study was mistrust between the principals and the members of the SGB. On the surface during observations of the SGB meetings, it appeared as though the principals and the SGB were working harmoniously together. However, during focus group interviews it emerged that some members of the SGB felt that there was a lack of trust and transparency between them and the principals. This contradicts the participatory leadership theory based on the principle of trust and transparency (Bass, 1990) I therefore argue that principals are used to being in charge of the schools and leadership sharing is a challenge to them. Principals will benefit from a training sessions on how to share leadership without giving up final accountability. The results above provide evidence that the functionality of SGB in schools is still wrought with challenges twenty-four years after democracy as of 2018.

Issues of lack of trust and good interpersonal relationships between the school and the SGB is at the core of the ineffectiveness of the SGB. I therefore argue that it is hard for the principals to practise participatory leadership because of lack of exposure to this leadership style. Principal are used to being the sole authority in schools as such they appear to be threatened by the idea of sharing leadership responsibilities with the SGB. It is therefore essential that principals have workshops which assist them with effective ways of working with the members of the SGB. There is a need to stabilise the power relations within the various school systems in order to ensure that the SGBs carry out their responsibilities successfully. According to Ngobeni (2015), efforts to have effective school governance fall short of their intended

outcomes. Despite various attempts aimed at training and capacity building of the SGB, including financial resources, have been expended for this purpose, studies abound with reports of numerous challenges in the governance of schools in South Africa (Thekiso, 2013; Baruth, 2013). Basic to the school governance challenge is the capacity to govern. While the provincial department of education, through functional units at head offices and at district levels, have engaged in the training of the SGB, the actual enactment of these roles is often less than ideal. The essence and effectiveness of the training that school governors receive are often questionable.

5.8 SUMMARY

In this chapter, the findings from the empirical investigation were discussed based on data gathered through empirical investigations which included the following instruments: document analysis, observations and interviews. The study revealed that SGB's worked hard to ensure the smooth running of their schools despite several challenges experienced. The results also revealed the complexities of the responsibilities of the SGB, as well as the role that principals should play in ensuring shared leadership with the SGB. In order to ensure the successful delivery of the governance, SGBs must be supported by the principal and the Department of Education. In the final chapter, a summary of the study, conclusions, recommendations and the limitations of the study are presented.

CHAPTER SIX

MAJOR FINDINGS OF THE STUDY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The purpose of this chapter is to provide a summary of the major findings of the study and to make recommendations to improve the leadership practices of SGBs. The study was underpinned by the following main research question: **How effective are the School Governing Bodies in executing their roles in secondary schools within Nkomazi West Circuit of Ehlanzeni District?** Sub-questions were thus formulated in an attempt to answer the stated main research question. The first research sub-question was: What important theoretical framework and perspectives inform the study and practice of leadership in schools? The second research question was: What school leadership policies exist in South African schools and how are these policies implemented? The third research question was: What challenges do SGBs encounter in the implementation of their duties in schools? The fourth research question was: what are the consequences of ineffective SGBs in schools? The fifth research question was: What recommendation can be made to improve SGB's effectiveness in schools?

The methods of inquiry included literature review, document analysis, observations of the SGB meetings, individual interviews with the principals and focus group interviews with the SGBs. I used nonparticipant observations to enhance my understanding of the role of SGBs in selected schools which participated in this study. In this study, the constant comparison methodological tool for analysing empirical data was used (4.7). Constant comparison compares data across a range of situations, times, groups and methods (Cohen at al., 2011:493). Data analysis was conducted in two phases: first phase, interviews and observations and second phase, document analysis. In this regard, Chapter 5 reported on data from empirical investigation as a step towards answering the research question and fulfilling the aim of the study. I am also of the opinion that the significance of the study (cf. chapter 1) has been validated by the findings as discussed in chapter 5. The findings of this study are discussed in chapter 5 weaving in the theoretical framework discussed in chapter two (cf. chapter 2) as well as the literature study discussed in chapter three (cf. Chapter three). In this chapter the main findings of the results are summarised both from the reviewed literature and

empirical investigations and implications drawn for policy improvement, practice and future research. At the end of this chapter final conclusions are drawn indicating that the main aim of the research study was achieved.

Guided by these research sub-questions, the next section provides a detailed overview of the study. To begin with, a summary of research findings from the literature study will be presented, and this will be followed by a summary of the findings from the empirical investigations.

6.2 SUMMARY OF THE RESEARCH FINDINGS

6.2.1 Summary of findings from literature study

In this section a summary of literature study results are presented. Firstly, a summary of findings from the theoretical framework which underpinned this study is discussed (cf. chapter 2). Various theoretical frameworks were discussed in chapter 2 namely: the contingency leadership theory (cf. 2.4.1), transformational leadership theory (cf. 2.4.2), participative leadership theory (cf. 2.4.3 and instructional leadership theory (cf. 2.4.4).

The studied literature on the contingency theory revealed that leadership has been examined in terms of the leadership traits, their behaviours, the situations leaders face, their values and the context in which leadership occurs (cf. 2.4.1). The situational leadership requires a given developmental level of the followers. The findings from literature study revealed that contingency leadership theory is based on the belief that leadership style changes according to followers' knowledge and skills in a given task. I argue that the effectiveness of the contingency theory depends on the interplay among the leader's traits, behaviour and the organisational environment (cf. 2.4.1) However, this theory has been criticised for its failure to explain how leaders succeed in certain environments and fail in others (cf. 2.4.1.1).

The transformational leadership theory was the second theory which was discussed in chapter two (cf. 2.4.2). Findings revealed that transformational leaders inspire followers to grow into leadership positions by empowering them. In transformational leadership followers' goals are aligned with institutional goals. Moreover, this leadership style is best suited for knowledge

workers. Furthermore, transformational leadership seeks to change existing patterns within organisations. However, findings have also revealed that this theory has been criticised for the potential abuse of power, its lack of check and balances which can lead to dictatorship and lastly, manipulation of followers (cf. 2.4.2.1)

The third leadership theory discussed in chapter two is the participative leadership theory (cf.2.4.3). The participative leadership is a democratic and effective model which harnesses diversity, builds commitment and creates shared responsibilities. Participative leadership rely more on meetings to create potential and this leadership style make people to feel valued as they are part of the team. The input from team members is more valued, and this leadership style is based on respect and engagement amongst all the team members. This leadership theory is mainly criticized for the length of time it takes for decisions to be taken. It is further criticized because it can only be effectively implemented with highly skilled workers (2.4.3.1).

The fourth and last leadership theory discussed in chapter two is the instructional leadership theory (cf. 2.4.4). Instructional leaders are described as strong and directive leaders who are successful in turning schools around (Bombark & Endrew, 1990). Instructional leaders are also said to be goal oriented and able to define clear directions for their schools and motivate other staff members to follow a common goal. Moreover, this type of leadership focuses more on improving students' academic achievement and framing the school goals, planning and communicating the goals, display of compatibility and exuding *gravitas*. Instructional leadership is, however, criticised for its top-down approach and for being prescriptive and principal-centered. It concentrates only on the principal to provide instructional leadership instead of other teachers who have expertise in various subjects (cf. 2.4.4.1). Although various leadership theories were discussed in chapter 2, I preferred the participative leadership theory and the contingency leadership theory. These approaches use different types of leadership styles depending on specific situational contexts in which they find themselves. Further, effective leaders may vary from one another in their backgrounds, educational qualifications, personalities, leadership styles, and numerous other characteristics.

Chapter Three dealt with the leadership policies that were implemented in South African education system after 1994. The chapter commences with a discussion of school governance prior to 1994. This is followed by the discussion of the leadership roles of the SGBs in South

African schools after the 1994 democratic elections (cf. 3.1). The chapter situates the study in the South African schooling context in which this investigation took place. The literature study revealed that SGBs are entrusted with the responsibilities to: formulate and adopt school policies on a range of issues including, but not limited to, school uniform, school budget, developmental priorities, endorsement of code of conduct for learners, staff and parents (cf. 3.3). The appointment of SGBs is essential in schools as they are responsible for the governance of the school and for the adoption of school policies (RSA, 1996c). Moreover, SGB's must promote the best interests of their respective schools and strive to ensure development and progress in these schools through the provision of quality education for all learners (Section 20(1) of the SASA, 1996) (cf. 3.3) the core function of SGB's is to manage school funds and take responsibility for the implementation of financial accountability processes (Sections 36 and 43 of the SASA, 1996 (as amended) (RSA, 1996b) (cf. 3.3.2.). Furthermore, the SGBs must execute all the prescribed functions of all SGB's listed in section 20(1) of the SASA (as amended) (RSA, 1996) (cf. 3.3.)

School governance in South Africa prior to 1994 was also covered in Chapter 3 (Mothibi, 2015:12; Modisaotsile, 2012) including the shift in policy development in South African education system, the establishment of a legitimate, non-racial and democratic and new policies and acts (cf. 3.2). The findings from literature study revealed that SASA, 1996 (RSA, 1996c) set the new governance system in schools formally in motion and it urged all stakeholders to enhance the quality of the education system. SASA (RSA) also stipulates that all major decisions of the school need to be democratically decided upon by all stakeholders and that an attempt should be made to obtain their views (cf. 3.4). Although decentralisation allows stakeholders involvement to participate at a level in which they can have direct impact on matter of power and influence, at governance level this is expressed more strongly (cf 3.4). The literature indicates that although almost all schools in South Africa have appointed members of the SGBs to assist the principal with governance of the schools, there is no clear line of demarcation between the role and responsibilities of the SGBs and that of the SMTs. Tension may thus result between SGB's and the SMTs. This may also be partly due to SGBs limited knowledge of their role and responsibilities. This highlights the need to train SGBs to enable them to perform their tasks effectively.

6.2.2 Summary of findings from the empirical investigation

Chapter Four dealt with the research design for this study. A description of the qualitative study was provided (cf. 4.2) as well as the research approach (cf. 4.4). The ontological, epistemology and axiomatic aspects of the study were also clarified in chapter four. The chapter also dealt with the data collection instruments (cf. 4.6), data analysis procedures used and reliability, validity and ethical considerations (cf. 4.8; 4.10). The section below provides a summary of the research findings from empirical investigations.

6.2.2.1 Findings from observations

The findings from observation data revealed that all four participating schools are quintile one schools with feeding schemes indicating that these learners are mostly from low-socio economic backgrounds. Most parents of the learners in the four schools were unemployed and were unable to assist their children with school work due to their low literacy levels. Two observed schools experienced problems of vandalism and graffiti, namely Schools A and C (cf. 5.2.1; 5.2.3) with only two schools which could be said to be relatively safe, namely; schools' B and D. The quality of learning in these environments was compromised. The findings revealed that school buildings of three schools were dilapidated and needed renovation namely, schools A, B and D (cf. 5.2). The classroom sizes in all the four schools exceeded the minimum requirements of the forty learners per teacher. The total number of teacher learner ratio were as high as 1: 50 in one of the observed schools, although there were two exceptions with 1: 43, school C (cf. 5.2.1.3) and 1:40, school D (cf. 5.2.1.5) respectively. I therefore, argue that with regard to the teacher: learner ratio, the environment was not conducive for effective teaching and learning to take place. Marais (2016) shows that with huge class sizes, teachers are unable to provide individual attention to their students. Furthermore, learners learn best when they are able to discuss the presented information in groups and large classes prevent such group discussions. Learners and educators of schools' C and D were disciplined. Only learners and educators of school A, and B appeared to be ill disciplined as reflected by poor attendance of classes and poor punctuality. Hence, the school environment could not be said to be conducive for effective teaching and learning to take place.

The results from observation further, revealed that SGBs interacted and communicated effectively amongst themselves and the educators. There were clear lines of communication and accountability from the principal, SGBs and the educators (cf.5.3.1.5). Even though some of the SGBs did not know their roles and responsibilities, they met regularly to discuss governance matters and to strategize. I therefore agree that effective communication among various stakeholders within the participating schools resulted in a harmonious relationship and the smooth running of the schools. As such the main goal of schools, good academic performance on the part of students, was reached by most participating schools.

The observation data further revealed that the SGBs interacted respectfully with the principal and the school staff members. Although there is open and free interaction amongst the SGB's, SMTs and the educators, the SGBs were however firm with the staff on governance related matters that needed to be addressed. The governance system was mostly participative and the principals were aware that they were ultimately responsible for all decision taken and were ready to take action where necessary.

This collaboration amongst the SGB resulted in better working relationships in general. SGBs work together as a team which provided them with an opportunity to discuss governance related issues on a regular basis by conducting regular meetings. However, the study has also revealed that some SGB members did not have enough training on governance and therefore relied most on the experiences of principals to govern their schools (cf. 5.5.6). Different leadership styles were observed in the participating schools. Furthermore, two schools had well-kept premises. The appearance of the school premises provides an indication of how well managed the school is and indicates commitment of educators and the school management personnel.

6.2.2.2 Findings from observation of SGB meetings

The findings from observation data revealed that the observed SGBs meetings were fully constituted as they were well represented by all stakeholders. In almost all the four schools, the meetings started with a prayer. SGB members were punctual and behaved professionally during meetings. Most discussions held during the meetings were geared towards accommodating the best interest of the learners and the participating SGB members enjoyed

working with each other (5.3.1). However, absenteeism is a problem in two of the four observed schools.

The study results revealed that in all the four schools the SGB members are actively participating during the meetings. Hence, the allocation of portfolios to various member of the SGB made it easy for the various committees to report on their various portfolios. The study results revealed that regular meetings were held on a quarterly basis and principals were able to call upon meetings wherever there was such a need. However, attendance remained a major problem as some members of the SGBs failed to attend these meetings. I therefore conclude that non-attendance could be addressed through the drawing-up of year plan with inputs from the SGBs in that way meetings will be scheduled taking into consideration their schedules (cf.5.3.1).

The main mode of communication was letters which were sent to parents although certain schools made use of other modes of communication such as emails and WhatsApp messages. Most participating schools were also able to make use of technology during the meetings; in several observed instances overhead projectors were used during discussions. Although these schools are all located within rural areas, the teachers and the principals were ready to experiment with these technologies.

6.2.2.3 Findings from interviews with principals

Findings from interviews with principals

In this section a summary of interview results is presented. Firstly, a summary of findings from interviews with the principal participants is discussed (cf. 5.6). The results from interviews revealed that the main responsibility of the SGBs is to promote the best interest of the school and to ensure its development through the provision of quality education for all learners (cf.5.5.2). This is supported by SASSA Act 84, 1996: section 20(a) which state that all learners have right to free and quality education. I therefore argue that from the interview results, these schools are aware of their role and as such are working towards the fulfilment of these roles which is providing quality education to their learners despite the challenges of poor socio-economic environments (cf. 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5). The interview results further

revealed that the SGBs are aware of their role to support the principals, educators and non-teaching staff in their respective schools (cf. 5.5.2). Furthermore, the study revealed that the importance of the role of principals in ensuring that members of SGBs understand and are able to adopt the vision and mission statement of the school (cf.5.5.2).

The interviews results revealed that the new system of governance is viewed by the research participants as democratic. It involves engendering ownership amongst a group of followers which creates sense of ownership of decisions taken. As a result, members of the SGBs took ownership of the decisions taken and also for their success and failures as a collective.

The interview results also revealed that the finance officer is responsible for the day-to-day financial administration of the school (cf. 5.6.4). The results revealed that different costs heads and committees drew their budget and submitted to the SMTs for prioritising. Principals then submit the budget to the finance committee for approval. It is the responsibility of the finance committee to submit the budget to the SGBs for discussion with parents during the annual general meeting for approval. Although the SGBs who participated in this study were mostly professionals, they lacked financial background knowledge because of insufficient training received on this aspect (cf. 5.6.4).

The interview results revealed that the main cause of lack of attendance of meetings were due to family responsibilities (cf.5.6.5). This implies that in such instances decisions are taken in these meetings even though some members are absent and the present members form the quorum. Members of SGBs who are absent during such meetings are forced to abide by the decisions taken in their absence. Despite these challenge members of SGBs tried their best to support the principals and assist in the smooth running of the schools. However, because of their lack in financial management skills SGBs will benefit from receiving a training in their own schools taking into account their schools needs. However, it appears as though this is not mostly the case. In case where they receive training such training tend to be inadequate (Ntsele, 2014:5).

In order to ensure that SGBs are effective the Department of Basic Education conducts SGB trainings on a yearly basis. However, SGBs workshops are conducted in English resulting in most members not attending because they lack proficiency in English.

6.2.2.4 Findings from interviews with focus groups

The findings from focus group interviews revealed that most SGB members understood their roles and responsibilities very well and as such could execute their duties effectively in their schools (cf.5.7.2). I therefore argue that the level of education together with the number of years of experience in the field plays a major role in clarifying ones' responsibilities (cf.5.6.1). The focus group interview results also revealed that the finance officer is responsible for the day-to-day financial administration of the school (cf. 5.6.4).The focus group interviews are thus in contrast with the observations made with regard the meetings held in the four participating schools. Focus group interviews revealed that in most cases the meetings tend to be long and also lack planning and clear goals. Long meetings may be a result of not having regular meetings which becomes an inconvenience.

Another main finding of the study was mistrust between the principals and the members of the SGB. On the surface during observations of the SGB meetings, the principals and the SGB worked harmoniously together. However, during focus group interviews some members of the SGB felt that there was a lack of trust and transparency between them and the principals. Furthermore, the focus group interview results revealed that although the SGBs who participated in this study were mostly professionals, they lacked financial background knowledge because of insufficient training on financial management received on this aspect (cf. 5.6.4).

6.2.2.5 Findings from document analysis

In this section a summary of document analysis results are presented. Findings from the SGB Policy, the agenda and minutes, the SGB constitution and the Vision and Mission Statement, are discussed (cf. chapter 5).

The results from document analysis revealed that schools operated in a particular context. The focus of each school was revealed in its vision statement. Visions drive organizations into the future. Bolman and Deal (2003:252) note that "*vision* turns an organization's core ideology, or sense of purpose, into an image of what the future might become". Because of the importance of school vision, it must be clear to the entire school community. According to Sterrett

(2011:13) successful leaders must cultivate clarity regarding values and fundamental purposes that are most important. The results of the document analysis revealed that all the four participating schools had a vision and mission statement (cf.5.4). However most of the vision and mission statements of the schools did not provide an indication on how these were to be achieved as a result it was difficult for these schools to achieve their goals. I argue that the principals need assistance in crafting their vision and mission statements and such workshops should be conducted to assist them in ensuring that their vision and mission statements are aligned and they will be able to achieve their goals.

Schools without a mission statement for example, lacked the direct impetus needed to address their unique challenges. Results from document analysis further revealed that there were schools which had mission statement which were more focused and worked steadily towards realizing the vision of the school (cf.5.4).

The document analysis results further revealed that SGBs role is to ensure that learners have access to high quality education. The results from document analysis also revealed that some schools had their own policies, namely, financial policy , school rules, code of conduct for learners and educators. These school policies should however be revised to be in line with SASA and the constitution of the country (RSA 1996c). Furthermore, the results revealed that some of the school policies speak to the school's context more precisely in terms of what is not allowed in the school premises. Schools with school policies appear to be performing better academically than those without such policies that is maintenance, procurement and fundraising policies. The results of the analysis of minutes of SGB meetings revealed that the following standing items were always included on the agenda, for example, school performance; strategies to improve results; financial report and report on school safety. Another item that is discussed in the minutes is the financial report. The financial officer presented this item and the members of the SGBs' requested clarity where they did not understand (cf.5.3.5.2). Despite the recurrence of the item on the agenda of all the meetings held there appears to be less information on how the finances of the school were utilised and how the school ensured the safekeeping of its assets. As a result, it appears as though there was maladministration and mismanagement of funds and school assets in most of the participating schools.

6.3 RESEARCHERS' REFLECTIONS

My research on the leadership role of the SGBs offered opportunities I had not imagined before. The literature study helped me develop perspectives that shaped the way I organised the study and framed the way I analysed the data. In this study, I used qualitative design to conduct my research which I have never done before. As a result, I was able to appreciate depth of information obtained using this type of research design. The use of observations, interviews and document analysis helped to sharpen my research skills. The study confirmed my earlier fears of the complexity of dealing with participants in a case study since a professional relationship based on trust that had to be created. This research project further deepened my understanding of the problems experienced by the SGBs in executing their roles and responsibilities. Despite the frustrations, I had in reaching the standard that my supervisor set for me; I was motivated by the fact that I was working on an area I was passionate about.

6.4 CONTRIBUTION OF RESEARCH

6.4.1 Contribution to participants

The research made the parent participant aware of the importance of leadership in governance as we interacted during observation period. They also asked many pertinent questions that added to their conceptualisation of their leadership roles and responsibilities. Once the study is completed, I will provide the schools with a summary of the research findings. The teacher participants benefited in that they were able to question their view of leadership of SGBs as compared to governance and management.

6.4.2 Contribution to research

The literature consulted can inform other studies that investigate the leadership roles of SGBs in different countries. Although the aim of using a case study in qualitative research is to gain an in-depth understanding of a particular situation, the methods used can be duplicated in different environments with similar characteristics. This study focused on how SGBs executed their leadership role in governing schools.

6.4.3 Contribution to theory

The study's contribution to theory is that there is no single leadership theory which could be used in the management of the schools but different circumstances require different leadership styles. From the theories discussed in chapter two it is clear that for effective leadership to take place a combination of theories is needed depending on the circumstances. However, I think the participatory leadership theory is best suited for the schools given the fact that principals work mostly with an educated group of people. For this leadership style to succeed though principals should be prepared to take the best interest of their staff into consideration and integrate their goals into the goals of the schools. In this way they will have members of the staff who will be willing to plough back into the schools and the attrition rates will be low. Participatory leadership is however a challenge to implement in the South African education system given our past authoritarian leadership styles. Furthermore, the South African society although striving towards democratic ethos issues of hierarchy appears to still play an important role in our society. Hence leadership challenges continue to be experienced in most of the rural and township schools. It thus seems important to develop an African leadership model which could be used to solve African problems.

6.5 RECOMMENDATIONS FOR THE IMPROVEMENT OF PRACTICE

- This study recommends that SGBs in-service training workshops be instituted in their respective schools to accommodate their unique needs. These in-service training should be on continuous basis and there should be within school support for them. This will ensure that they have a clear understanding of their roles and responsibilities, leadership skills and financial management on how they should assist in the smooth running of the schools.
- Training of workshops should be conducted in the language that is predominantly used by a given community that is the use of African languages during these workshops is essential to ensure full participation of all members.
- The study further recommends that each school develop its own SGB policy which is aligned to the National and Provincial one. The policy would guide SGBs on how to deal with learners, teachers and parents related challenges which are unique to their environments.

6.6 RECOMMENDATIONS FOR FUTURE RESEARCH

Although this study has achieved its aims and objectives of investigating the leadership role of the School Governing Bodies in selected South African secondary schools, a number of related aspects warrant additional research, for instance, it is necessary to verify the accuracy of the results, with different schools within and from other circuits. With special reference to the findings of this study, I am suggesting the following recommendations for further research:

- The study was confined only to four secondary schools in Nkomazi West Circuit. It is therefore suggested that the study be extended to other high schools within the Circuit and other Circuits in order to obtain an understanding of the leadership role of SGBs in other Circuits.
- There is a need to conduct research which will also include parents who are not SGB members in order to assess their views with regard to the leadership role of both the school principals and the SGBs.
- A comparative study of the leadership role of the School Governing Bodies in selected South African secondary and primary schools located in the same Circuits is also required.

6.7 LIMITATIONS OF THE STUDY

The first limitation of the study was that it is time consuming process as is typical of all rigorous qualitative research. Data collection was time consuming as it was collected based on appointment dates fixed with individual participants. The entire process took several months. Besides the varied perspectives were recorded and analyzed based on the limited understanding of the researcher. Also, since qualitative study delves into personal interaction for data collection, often discussion tends to deviate from the main issue to be studied (Mcmillan and Schumacher 2016). The second potential problem with qualitative research is that a particular problem could go unnoticed. Also the interpretations of researchers are limited. Personal experience and knowledge influences the observations and conclusions related to research problem.

As qualitative research is mostly open-ended, the participants have more control over the content of the data collected. So the researcher is not able to verify the results objectively against the responses stated by the participants. The qualitative study requires a labour intensive analysis process such as categorization, recoding; similarly, qualitative research requires well-experienced researchers to obtain the targeted data from the group of respondents.

I also needed to transcribe data from the individual interviews with the principals and the focus group with members of the SGBs of the four participating schools. Although data may be lost during transcription but I ensured that I listened to the recordings carefully. The amount of data obtained from empirical investigations was overwhelming though enriching. The data needed to be coded in order to find the patterns of occurrence which would inform the conclusions to the study. There was also the need for both the principals and SGB member participant to be committed to the research. Lack of commitment would derail the study. Another problem with the study was that there is the fact of intrusion as the researcher came in to the world of the participants. By creating rapport amongst the principal, and SGB members this was solved. Despite these limitations, the study offered the researcher the opportunity to learn and the study achieved its objectives.

6.8 SUMMARY

Chapter six summarised and made conclusions that led to recommendations intended to improve practice from the study of literature and empirical investigation on: **How effective are the School Governing Bodies in executing their roles in secondary schools within Nkomazi West Circuit of Ehlanzeni District?**

The SGB's have the responsibility of managing the implementation of the new governance system and are also required to know the roles they need to play in order to ensure that the system is implemented effectively. From the findings, it is clear that the perceptions of the members of the SGBs were negative on the old governance system. However, there is also a need to refine processes in the implementation of the new governance system. Above everything, all SGB members need urgent and intensive training and support in both role and responsibilities and governance areas. Effective functionality of SGBs is key and vital for

schools to function effectively. The research findings were able to answer the main research question: How effective is the School Governing Bodies in executing their roles in Secondary schools within Nkomazi West Circuit of Ehlanzeni District? The objective of the study was achieved.

BIBLIOGRAPHY

- Abbasialiya, A. 2010. *The Concept of Leadership*. Retrieved January 11, 2013, from <http://expertscolumn.com/content/concept-leadership>.
- Adam, A.2014.*Research methodology and design*. Potchefstroom: North West University.
- Airasian, P. Gay L. R & Mills, L.2006.*Educational Research: Competences for analysis and application* 8th ed. New York: Prentice Hall.
- Ally, N.&McLaren, D.2016. Fees are an issue at school too, not just University. Retrieved August 27, 2018.<https://www.groundup.org.za>.
- Alseshenqeeti, H.2014.*Interviewing as a data collection method: A critical review*. Retrieved, January 26, 2014. Taibah University. United Kingdom.
- Amachukwu, R.N, Stanley, G.J, & Ololube, N.P.2015.A Review of leadership Theories principles and styles and their relevance. *Educational management* 2015,5(1):6-14 DOI:10.5923/, MM.20150501.02
- Andrews, R. & Soder, R. 1987. Principal instructional leadership and school achievement. *Educational Leadership*, 44, 9-11.
- Anthony,L.2016.Effective Communication and Leadership <http://smallbusiness.chron.com/effective-communication-leadership5090.html>
- Armstrong, J.2018.The Dark Side of transformational leadership A Critical Perspective.www.usydphotosoc.org/book/the-dark-side-of-transformational-leadership-a-critical-perspective.
- Bagarette, N. 2011. Power relations in school governing bodies: Implications for effective school governance. *Journal of Social Science*. Retrieved, [www.krepublishers.com/02-journals-Bararette-N/JSS-29-3-223-11-1196
- Bamburg, J. & Andrews, R. 1990. Schools goals, principals and achievements. *School, Effectiveness and School Improvement*, 2(3), 175-191.
- Bamburg, J. and Andrews, R. 1990. School goals, principals and achievement. *School, Effectiveness and School Improvement*, 2(3): 175–191. [CSA][Taylor & Francis Online],
- Bantu Education Act. 1953.South Africa. [https://www.britannica.com/event/Bantu-Education- Act](https://www.britannica.com/event/Bantu-Education-Act).
- Bapela, T.J.2012.The efficacy of school finances in Tsimanyane, Limpopo Province. MEd. dissertation. University of Limpopo.

- Barbuto, J.E. (Jnr).2005. Motivation and transactional, charismatic, and transformational leadership: a test of antecedents. *Journal of Leadership and Organisational Studies*, 11(4), 26-40.
- Bargau, M.A.2016. Leadership versus Management. Valahia University of Targoviste, mariabargau@yahoo.com
- Barth, R. 2002. Teacher leader, *Phi Delta Kappan*, 443-449.
- Baruth, G.D. 2013. Exploring the experiences and challenges faced by school governing bodies in secondary schools in the province of Kwazulu Natal. Unpublished Doctoral Dissertation. University of South Africa, Pretoria.
- Bass, B. 1997. "Does the Transactional-Transformational Leadership Paradigm Transcend Organisational and National Boundaries? *American Psychologist*, 52 (6)130-139.
- Bass, B.M. & Riggio, R.F. 2000. *Transformational Leadership*. Palo Alta: Grove Press.
- Bass, B.M. 1990. "From transitional to transformational leadership: Learning to share the vision", *Organisational Dynamics*, 18 (3) 19-31.
- Bass, B.M. Avolio, B.J. Jung. D.J. & Berson, Y.2003. Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218.
- Bass, B.M.1998.*Transformational leadership: Industry, military and educational impact*. Mahwah, NJ: Erlbaum associates.
- Bass, M.B. & Avolio, J.B.2006. Multifactor Leadership Questionnaire Abridged Self-Rating Report. Menlo Park, CA: Mind Garden Inc.
- Bayat, A. Rena, R and Louw, N.2014.The Role of the School Governing Bodies in Underperforming schools of Western Cape: A Field Based Study. *Mediterranean Journal of Social Sciences*. Rome-Italy: MCSER Publishing.
- Blasé, J. & blasé, J. 2000.*Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.
blog.losingcontrofindingrenity.com/2011/10/06.five-good-reasons-for-accepting-people-as-they-are
- Bolman, L. G & Deal, T.E.2013. *Reframing Organisations*.3rd edition. (Reframing Organisations, Artistry, Choice and Leadership) United State of America. Jossey-Bass.
- Bono, J.E.& Judge, T.A. 2004. Personality and transformational and transactional leadership: a meta-analysis, *Journal of Applied Psychology*, 89(5), 901-910.

- Borg, W. R & Gall, M.D. 2006.*Educational research: An introduction* 8th ed. New York: Longman.
- Bossert, S. Dwyer, D. Rowan, B. & Lee, G. 1982. The instructional management role of the principal. *Educational Administration Quarterly*, 18(3) 34-64.
- Boulding, K.1956.*The Image: Knowledge in life and society*. Ann Arbor, MI: University of Michigan Press.
- Brijraj, 2004.The role of the principal as an ex-officio member of the SGB versus his /her role as the professional manager of the school. Paper delivered at the School Governance Conference at the Matthew Goniwe School of Leadership and Governance, Johannesburg held on 11-13 June 2004
- Brown, B. & Duku, N. (2008). Negotiated Identities: dynamics in parent's' participation in School governance in rural Eastern Cape schools and implications for school leadership. *South African Journal of Education*, 28, 431-450.
- Brown, P.A.2008.A review of the literature on case study research. Faculty of Education, University of Calgary.
- Browner, L. & Gordon, N. 2009. Parental involvement in an alternative school for students at risk for educational failure. *Education and Urban Society*. 39 (8),498-523
- Bruton, C.& Associates. 2003. *Policy Handbook for Educators. The education Labour Relations Council (ELRC).*, Pretoria. Universal Print Group
- Burns, J.M. 1978. *Leadership*, New York: Harper and Row.
- Burns, R. 2008. *Introduction to Research Methods*. London: Sage Publications.
- Bush, T. & Heystek J. 2003. School governance in the new South Africa, *Compare*, 33(2), 127-138.
- Calitz, L.P. Fuglestad, O. & Li llejord, S. 2002. *Leadership in education: Productive learning cultures*. Sandton: Heinemann.
- Carlson, D.S. & Perrewew, P.L.1995. Institutionalization of organizational ethics through transformational leadership. *Journal of Business Ethics*, 14 (10) 829-839.
- Carmichael, & Wild, E.2011. *Who governs the governors? School Governance in the twenty first century*. Westminster: Sage Publishers.
- Carrim N. 2001. *Democratic participation, decentralisation and educational reform*. In Sayde, Y. & Jansen, J (Eds) *Implementing education Policy: the South African experience* Lansdowne: University of Cape Town.

- Chaka, T. 2009. *Centre for Education Policy Development (CEPD)*, South Africa: Johannesburg.
- Chakrabarti. 2014. 6 *Leadership theories to define effectiveness of leaders*. Retrieved on Dec 6, 2014, from <https://life11.org/2014/12/06/6-leadership-theories>. World-Scribble and scrawl. Press.com.
- Chapman, A. 2016. Leadership development methods and tips. Retrieved, June 29, 2016, from www.businessballs.com/leadership.htm.
- Chekwa, E. 2001, July 12-14. Searching for American transformational leaders. Academy of Business and Administrative Sciences 4th International Conference, Quebec City, Canada. Manuscript available from the author.
- Cherry, K. 2018. Leadership style and Frameworks you should know. <https://www.verywellmind.com/leadership-style-2795312>.
- Clabo, B.T. 2010. The high school principal as instructional leader: An explanatory, mixed methods case study examining principal leadership within the context of rural secondary schools. PhD dissertation, University of Tennessee, Knoxville.
- Cohen, F. & Miller, R. 1980. Coordination and control of instruction in schools. *Pacific Sociological Review*, 4, 446-473.
- Cohen, L., Manion, L. & Marrison, L. 2011. *Research methods in education*. 7th edition. London: Routledge.
- Communicating effectively for business / Business Queensland. Retrieved on 23 Sep, 2016. from <https://www.business.qld.gov.au/communication>
- Compass Port, 2012. Advantages and disadvantages of conducting observational research. Portsmouth, University of Portsmouth.
- Constitution of the Slovak Republic, 1992. Government Gazette, Bratislava. Available at: <http://www.schoolboard.scotland.conferenec/slovak.htm>.
- Couros, G. 2013. The principal of Change – 5 Characteristics of a change Agent. Retrieved on 26 Jan, 2013, from www.georgecouros.ca/blog/archives/3615.
- Cowart, V. 2014. Instructional leadership-presentation. Retrieved January 23, 2014 from www.slideshare.net/mobile/fnr-aniscal/instructional-leadership-30344617
- Creswell, J. W. 2013. *Qualitative inquiry and research design. Choosing among five approaches*. London: SAGE.
- Cuban, L. 1984. Transforming the frog into a prince: Effective schools research, policy, and practice at the district level. *Harvard Educational Review*, 54(2), 129-151.

- Daane, M. 2010. *Health, Engagement and Performance: The body brain Perceptive*.
- Daun, H. 2007. *School decentralization in context of globalizing governance*. New York: Springer.
- David, H. 2016. The great man theory. Retrieved July 9, 2016, from www.referenceforbusiness.com/encyclopedia/management/int-loc/Leadership-theories-and-studies.html.
- David, M. & Sutton, C.D. 2011. *Social research: an introduction*. 2nd ed. Thousand Oaks, CA: Sage.
- De Vos, A.S, Strydom, H. Fouche, C.B & Delport, C.S.L 2011. *Research at grass roots. For the social sciences and human service professionals*. 4th edition. Van Schaik Publishers: Pretoria.
- De Vos, A.S. Strydom, H. Fouche, C.B & Delport, C.S.L 2007. *Research at grass roots*. 5th edition. Pretoria: Van Schaik Publishers.
- Department of Basic Education. 2013. *School monitoring report*. Pretoria. Government Printer.
- Department of Education (DoE). 2003. *Review of the school governance in South African Public school: Report of the ministerial review committee on school governance*. Pretoria: Government Printer.
- Department of Education. 1996a. *Report of the task team on education management development*. December. Pretoria: Government Printers.
- Department of Education. 1997(a). *Understanding the South African Schools Act*. Pretoria: Government Printer.
- Department of Education. 2004. *Review of School Governance in South African Public Schools: Report of the Ministerial Review Committee on School Governance*. Pretoria: Governance Printing Works.
- Dibete, K.J. 2015. The roles of the School Governing Bodies in Managing finances in no-fee schools in the Maraba circuit of Limpopo province. MEd dissertation. Pretoria: University of South Africa.
- Dictionary.com, LLC. 2015. Effectiveness/ define effectiveness at Dictionary.com. Dictionary.com/ find the meaning and definitions of words at Dictionary.com. Retrieved 28 Sept. 2015.
- Dilshad, R.M. 2013. Focus group interviews as a tool for qualitative research an Analysis. *Pakistan Journal of Social Sciences (PJSS)* vol.33, no.1 (2013), pp.191-198

- Dladla, T.A.2013. Principal's perceptions and experiences of school governing bodies in rural areas. MEd dissertation, Pretoria: University of Pretoria
- Donaldson, G.A. 2001. *Cultivating leadership in schools: Connecting people, purpose, and practise*. New York: Teachers College Press.
- DuFour, R. 2002. The learning-centered principal. *Educational leadership*, 59 (8)12-15.
- Duma, M. 2011. Educator's experiences on the role of parents in school governing bodies of rural schools. *An American International Journal of Contemporary Research* .Vol.1 No.3; Republic of South Africa.
- Dupree, M. 2004. *Leadership is an art*. New York: Dell Publishing.
- Dyantyi, B.J. 2014. An assessment of the training provided to School Governing Bodies by the Department of Education in Fort Beaufort District: A case study of 3 schools. MEd. dissertation. University of Fort Hare.
- Eastern Cape Department of Education. 2012. *School Governing Body Induction /Training manual. Introduction to school Governance*. Bisho: Government Printers.
- Edmonds, R.1979.Effective schools for the urban poor. *Educational leadership*, 37 (1)15-24.
- Erikson, T.2012.The biggest mistake you (probably) make with teams. *Harvard Business review*, 37(4) 4117 -432.
- Eshetu, A.A. (2014). Discipline problems of high school students: The case of Ethio-Japan Hidasse Secondary School (Addis Ababa, Ethiopia). *Journal of Education and Practice*, 5(37), 23-28.
- Fairholm, M.R. 2004a. Conceiving leadership: Exploring five perspectives of leadership by investigating the conceptions and experiences of selected metropolitan Washington area. Municipal managers. Unpublished Dissertation, Washington. George Washington University.
- Fairholm, M.R. 2004b. Different perspectives on the practice of leadership. *Public Administration Review*, 64 (5).
- Fiedler, F.2016. *Fiedler's Contingency Theory*. Retrieved, December 15, 2016 www.leadership-central.com.
- Fiedler, F.A .1967. Theory of Leadership Effectiveness. New York, NY: McGraw-Hill.
- Fullan, M. 1982. *The meaning of educational change*. New York: Teachers College Press.
- Gagnon, E.M. 2012. The Perspective and Practice of Leadership by Managers within a State Correctional Agency: An Instrumental Case Study. *International Journal of Leadership Studies*, 7 (1)48-70.

- Gauteng Department of Education 1997. Regulations and rules: Governing bodies of public schools. *General Notice 786 of 1997 as amended by General Notice 1457 of 1997 for the Gauteng School Education Act No 6 of 1995*. Pretoria: Government Printer.
- Gauteng Education Act. 1997. *The Gauteng democratic school governance*. Johannesburg: Heinemann Publishers.
- Gellis, 2.D. 2001. Social work perceptions of transformational & transactional leadership in health care. *Social work research*, 25(1)7-30.
- George, N.2016. Advantages of participative leadership. Retrieved January 11, 2016, from <http://smallbusiness.chron.com/advantages-participative-leadership-17629.html>.
- Gitome, J.W, Katola, M.T, & Nyabwari, B.G. (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*,1(8) 1-10.
- Goddard, J. 2003. Leadership in the (Post) Modern Era, In N. Bennett & L. Anderson (Eds.), *Rethinking educational leadership* (pp. 11-26). Thousand Oaks, CA: Sage Publications.
- Goodson, S.G. Mory, K.J. & Lapointe, R.J. 2012. *Supplemental guidance: The role of auditing in public sector governance* 2nd edition. Springs: The Institute of Internal Auditors.
- Guideline for capacity building of school governing body members.2015. Mpumalanga Department of Education.
- Hahn, M. 2013. *Leadership*. Retrieved, June 29, 2013 from <http://www.businessballs.com/leadership.htm>.
- Hall, J. Johnson S. Wysocki, A. & Kepner, K. 2002. Transformational leadership: the transformation of managers and associates. Retrieved August 3, 2006, from <http://edis.ifas.ufl.edu>.
- Hallinger, P. & Heck, R.H.1996a The principal's role in school effectiveness: A review of methodological issues, 1980-95. In K, Leithwood, et al. (Ed) *the international handbook of educational leadership and administration* (pp. 723-784). Dordrecht, Netherlands: Kluwer.
- Hallinger, P. 2003. Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33 (3) 329-351.
- Hallinger, P. 2005. Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in schools*, (4), 221-239.

- Hallinger, P. 2012. Successful leadership characteristics: A learned skill. *The Elementary Journal of Education*, 106. 230-244.
- Hallinger, P., & Murphy, J. 1985. Assessing the instructional leadership behaviour of principals. *Elementary School Journal*, 86(2) 217-248.
- Hallinger, P., & Murphy, J. 1987. Assessing the instructional management behaviour of principals. *The Elementary School Journal*, 86 217-247.
- Hallinger, P., & Murphy, J. 1986. The social context of effective schools. *American Journal of Education*, 94 (3) 328-355.
- Hallinger, P.A 2001. A review of two decades of resources on the principal ship using the principal instructional management Rating state. Annual meeting of American Educational Research Associates. Paper presented in Seattle WA.
- Hallinger, P.A. & Heck, R.H. 1996b. Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1)5-44.
- Hay, I. 2012. Transformational leadership characteristics and criticism. Retrieved 17 March 2013 [http:// www.leadingtoday.org/welead/learning/transformational/leadership.htm](http://www.leadingtoday.org/welead/learning/transformational/leadership.htm)
- Hoadly, U. & Ward, C.P. 2009. Managing to learn: Instructional leadership in South African secondary schools. *School Leadership and Management*, 29(4) 337-389.
- Hornig, E. & Loeb, S. 2010. New Thinking about Instructional Leadership. USA. *Kappan Magazine*, 92(3) 66-69. Retrieved from https://cepa.stanford.edu/sites/default/files/Kappan_leadership.pdf
- House, R. J. 1971. A Path-Goal Theory of Leader Effectiveness. *Administrative Science Quarterly*, 16 (1971): 321-339..
- III Longa, H.N. 2016. Challenges faced by the School Boards in executing their roles: A case study of Four rural primary schools in the Omusati Region in Namibia. MEd Thesis. Namibia. University of Namibia.
- Independent Project Trust (IPT) 1999. *Protecting your school from violence and crime. Guidelines for principals and school governing bodies*. Durban: IPT.
- Israel, M. & Hay, I. 2006. *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. London: Sage.
- Jackson, D. 2000. The school improvement Journey: Perspective on leadership. *School leadership and management*, 20(1). 61-78.

- Jawas, U. 2014. Instructional leadership in Indonesian school reform: local perceptions and practices. Master Thesis: University of Canberra, 1. Retrieved from http://www.canberra.edu.au/researchrepositry/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full_text.pdf
- Jenkins, T.2013.Reflections on Kenneth E. Bouldings' "The Image": Glimpsing the roots of peace. *Education pedagogy. Journal of peace education and Social justice*, 7(1),27-37.
- Jezper. 2016. *Leadership conceptual background*. Retrieved February 2, 2016, from <https://it.fotolia.com>.
- John, V.2012. Most School Governing Bodies don't work. Retrieved from [education/education/M&G-Mailand Guardian](https://mg.co.za/education/education/M&G-Mailand%20Guardian).[https:// mg.co.za](https://mg.co.za).
- Johnson, B. & Christensen, L. 2008. *Educational research: quantitative, qualitative and mixed approaches*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- Johnson, B. & Christensen, L. 2011. *Educational research: quantitative, qualitative and mixed approaches*. Thousand Oaks, CA: Sage Publications.
- Kapoor, I. 2001. Towards Participatory Environmental Management? *Journal of Environmental Management*, 63 (3): 269-279.
- Kelly, M.L. (2003, January 1). Academic advisers as transformational leaders. The mentor. Retrieved August 3, 2006, from <http://www.psu.edu/dus/mentor/03010mk.htm>
- Klump, J.P.& Barton, R. 2007.Building instructional leadership. *Principal's research Review*, 2(3),6.
- Kokermuller, N. 2017.The Advantages of Participative Leadership. Retrieved from <http://oureverydaylife.com/advantages-participative-leadership-11881.html>.Kolu, Y.F.2015. The role of the principal's instructional leadership at schools in Indonesia. M A thesis, Department of Education Institute of Leadership, University of Jyväskylä.
- Kottenhofen, C. 2014. Flexibility: A key Trait to 21st century leadership. Retrieved from http://bouncebackhigher.com/articles/flexibility-a-key-trait-to-21st-century-leadership
- Kotter, J.P. 2001. What leaders really do? *Harvard Business Review*, 79 (2) 1-14.
- Kotterman, J .2006. "Leadership vs Management: What's the difference?" *Journal for Quality & Participation*, 29 (2)13-17.
- Kumar, R. 2011. *Research methodology: a step-by-step guide for beginners*. London: SAGE Publishers.

- Leadership Theories and Studies- organization, System, style. [www. reference for business.com/management/int-loc/leadership and studies.html](http://www.referenceforbusiness.com/management/int-loc/leadership%20and%20studies.html).
- Leedy, P.D. & Ormrod, J.E. 2012. *Practical research: planning and design*. 10th ed. New Jersey: Merrill Pretoria Hall.
- Leedy, P.D. & Ormrod, J.E. 2013. *Practical research: planning and design*. 10th ed. New Jersey: Pearson.
- Leithwood, K. & Jantzi, D. 2000. The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35, 679-706.
- Leithwood, K. 1994. Leadership for school restructuring. *Educational Administration Quarterly*, 30:4098-518.
- Leithwood, K. Begley, P. & Cousins, B. 1994. The nature, causes and consequences of Principal's practices : An agenda for future research. *Journal of Educational Administration*, 28 (4) 5-31.
- Lekonyane, B.C. & Maja, M.F. 2014. Financial Management of schools in the Ekurhuleni North District in Gauteng Province. A paper delivered to the proceedings of the First Asia Pacific Conference on Global Business, Economics, Finance and Social Sciences on 1-3 August. Singapore.
- Lemmer, E. & Van Wyk, N. (eds) 2010. *Themes in South African Education*. Cape Town: Heinemann.
- Longden, M. 2014. *Three steps to realizing your vision*. London: Profitable Business Coaching growth system.
- Longman: Dictionary of Contemporary English, 6th ed. 2014. Edinburgh Gate: Pearson.
- Lunenburg, F. C. 2011. Leadership versus Management: A Key Distinction-At Least in Theory. *International Journal of Management Business, and Administration*, 14 (1) 1-4.
- Luphoko, M.E. 2014. Challenges faced by the School Management Teams in selected Nkomazi West Circuit high schools. MEd, dissertation. Pretoria. University of South Africa.
- Madziwa, M. 2016. Interviewing as a data collection method. Received September 1, 2016. <https://www.linkedin.com>.
- Majola, V.J. 2013. The role of the School Governing Body in conflict management: A case study. M Ed. Dissertation. University of South Africa. Pretoria.

- Marais, P.2016."We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. *S. Afr. j. educ.* [online]. 2016, vol.36, n.2, pp.01-10. ISSN 2076-3433. <http://dx.doi.org/10.15700/saje.v36n2a1201>.
- Maree, K. 2013. *First steps in research*. Pretoria: Van Schaik Publishers.
- Maringa, M.D. 2016. Principal's experiences in managing curriculum in secondary schools in Mopani district. MEd dissertation. University of Pretoria. Pretoria.
- Martin, L.2016. *Situational Leadership Guide: Definition, Qualities, Pros & Cons, Examples*. Retrieved from <https://www.cleverism.com/situational-Leadership-guide/>
- Masitsa, G. (2008) Discipline and disciplinary measures in the Free State township schools; unresolved problems. *Acta Academica*, 40(3) 234-270.
- Maté, B.. 2017. The Disadvantages of Participative Leadership Theories. Retrieved from <https://bizfluent.com/list-7428304-disadvantages-participative-leadership-theories.html>. 26 September 2017.
- Matthews, G. Deary. I. J. & Whiteman, M.C. 2003. *Personality Traits*. Cambridge: Cambridge University Press.
- Mavuso, M.P. & Duku, N. 2014. Participation of parents in school governance: A case study of two Eastern Cape schools: A view from below. *Mediterranean Journal of Social Sciences*, 5(3)454-460.
- Maynard, W.2016.Tired of Ineffective Meetings? Retrieved August29, 2018.<https://www.kinesisinc.com>
- Mbatsane, P.N. 2006. Financial Accountability of School Governing Bodies. Unpublished Masters' Degree Thesis. Pretoria: University of Pretoria.
- McMillan, J. H., & Schumacher, S. 2014. *Research in Education: Evidence Based Inquiry*. 7th Edition, Boston, MA: Pearson Education. Limited.
- McMillan, J.H. & Schumacher, S.2009. *Research in Education: A Conceptual Introduction*. 7th ed. New York. Longman
- McMillan, J.H.& Schumacher, S.2010.*Research in education: evidence-based Inquiry*.7th ed. Boston, MA: Pearson Education.
- Menstry, R. & Grobler, B. 2007. Collaboration and communication as Effective strategies for parent involvement in public schools. *Education Research and Review*, 2(7)176-185.
- Mestry, R. & Ndhlovu, R.2014.The implication of the National Norms and standard for school funding policy on equity in South African public schools. *South African Journal of Education*, 3. 79-191.

- Mestry, R. 2013. A critical analysis of legislation on the financial management of public schools: A South African perspective. MA dissertation, Johannesburg, University of Johannesburg.
- Mestry, R. & Bodalina, K. 2015. The perception and experiences of school management teams and teachers of the management of physical resources in public schools. Johannesburg: University of Johannesburg.
- Mkhonto, S.M. 1998. The involvement of community members in the governing bodies of two rural high schools in Thulamahashe. M.Ed. dissertation, Rand Afrikaans University, Johannesburg.
- Modisaotsile, B.M. 2012. The failing standard of basic Education in South Africa: Policy in brief. *Africa Institute of South Africa*. Briefing no:72
- Mortimer, P. 2016. School effectiveness and the management of effective learning and teaching. *School Effectiveness and School Improvement*, 4, 20-31.
- Mothata, S, Lemmer, E, Mda, T. & Pretorius, R. 2000. *A dictionary of South African education and training*. Johannesburg: Hodder & Stoughton.
- Mothibi, K.B. 2015. The financial management role of the Principal in Ngaka Modiri Molema district. M Ed. Mini-dissertation. North-west university. Mafikeng.
- Motimele, M. 2011. *School governing bodies rights and responsibilities*. Pretoria: Foundation for Human Rights.
- Mpanza, G. 2015. Challenges of School Governance: A case study of Secondary school in Gauteng. MEd dissertation. Witwatersrand, University of Witwatersrand.
- Mpumalanga Department of Education. 2012. *Provincial guidelines for School Governing Body elections*. Mbombela: Mpumalanga: Department of Education.
- Mqulwane, N. M. 2010. Evaluating the impact of public participation on the formulation and implementation of integrated development plan: The case of Nelson Mandela Bay Municipality. K.W.T. Fortshare.
- Mulder, P. 2013. *Fiedler Contingency Model*. Retrieved Sep13, 2016 from Tools Hero: <https://www.toolshero.com/leadership/fiedler-contingency-model/>
- Murdock, K. 2014. Participative leadership: what it is and when it works best. Retrieved April 23, 2016, from <https://blog.udemy.com/participative-leadership>.
- Myers, B. 2001. Participative Leadership-Team Technology. Retrieved May12, 2016, from www.teamtechnology.co.uk/leadership/styles/participative.

- Naidu, A., Joubert, R., Mestry, R., Mosoge, J. & Ngcobo, T. 2008. *Education management and leadership: A South African perspective*. South Africa: Oxford University Press.
- National Board of Education. 2005a. Historical overview. Retrieved 25, November 2015
<[http://www.edu.fi/English/page-last.asppath=500, 4699, 4767/](http://www.edu.fi/English/page-last.asppath=500,4699,4767/)>
- Ndou, W. 2012. Challenges facing School Governing Bodies in the implementation of finance policies in the Vhembe District. MEd thesis. Pretoria, University of South Africa.
- Nemaei, B. 2012. The Impact of participative leadership on employee's motivation, job satisfaction and innovation. MEd. dissertation. British University in Dubai. Dubai.
- Neuman, W.L. 2008. *Social Research methods* 4th ed. Boston, M.A: Ally & Bacon.
- Ngobeni, S.N. 2015. Challenges of financial management in Mopani Districts, Limpopo Province. MPA. dissertation. University of Limpopo. Limpopo.
- Ngwenya, P.C. 2010. Managing parental involvement with education in Zimbabwe. Doctoral Thesis. Pretoria, University of South Africa.
- Njoroge, P.M, & Nyabuto, A.N (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*. 4(1) 289-307.
- Northouse, P.G. 2007. *Leadership: Theory and Practice*. Thousand Oaks: Sage Publications.
- Ntsele, C.N. 2014. Accountability and transparency in managing school finances at primary schools in Johannesburg South. MEd dissertation. University of South Africa, Pretoria.
- O'Leary, Z. 2014. *The essential guide to doing your research project* 2nd ed. Thousand Oaks, CA: Sage Publishers.
- Palinkas, L. A. Horwitz, S.M. Green, C.A. Wisdom, J. P, Duan, N. & Hoagwood, K. 2013. Purposive sampling for qualitative data collection and analysis in mixed method implementation in research. *Administration and policy*. 42 (5) 533-544
- Prinsloo, S. 2016. The dual role of the principal as employee of the Department of Education and ex officio member of the Governing Body. *South African journal of Education*, 36(2) 113- 127.
- Puric, J. 2012. Transactional and transformational Leadership: Development through changes: *International journal for quality research* UDK-3783(491.511)
- Queensland Government, 2016. Business Queensland. <https://www.business.qld.gov.au/starting-business/planning>. Queensland Government Publications.
- Rahnema, M. (1992). Participation. In W. Sachs (Ed.) *The development dictionary* (pp. 116-131). London: ZED Books.

- Rangongo, N.P. 2011. The functionality of School Governing Bodies with regard to the management of finances in public primary schools. Pretoria, University of South Africa.
- RAPCAN. 2013. Understanding learner participation in school governance. Game- Changing leaders: Learning in brief. Cape Town. Rapcan Org.
- Republic of South Africa (RSA). 1996a. *South African Schools Act No. 84 of 1996*. Pretoria: Government Printers.
- Republic of South Africa 1996b. *Constitution of the Republic of South Africa*. Pretoria: Government Printer Design.
- Republic of South Africa Development of Education (DoE). 1996c. Education White Paper 2 *Government Gazette* No. 16987- Vol 169 – 14 February 1996. Pretoria: Government Printer.
- Republic of South Africa. 1997. *First steps: school governance starter pack: A resource for school governing body members*. Pretoria: Government Printer.
- Republic of South Africa. 1999. The Public Finance Management Act No.1. *Government Gazette*. 24(19814). March. Cape Town: Government Printers.
- Reyneke, M. 2013. Children's right to participate: Implications for school discipline. MEd dissertation. Bloemfontein, University of the Free State.
- Ricketts, C. 2009. *Leadership: Personal Development and Career Success*. Retrieved from Changing Minds.org. Cambridge.
- Ritchi, F. 1998. A description of what happened when a number of schools decided to establish local governing bodies with parental majority. PhD Pedagogy. Retrieved 25 May 2013 www.schoolboard-scotland.com/conference/sweden.htm.
- Rouse, M.2012. *Decision tree. Words of the day: Tech definitions*. Retrieved whattls.com.
- Rule, P. & John, V. 2011. *Your guide to case study research*. Pretoria: Van Schaik.
- Saxe, D.2011. The Relationship Between Transformational Leadership and the Emotional and Social Competence of the School Leader. DEd.Thesis. Chicago, Loyola University of Chicago.
- Sayed, Y. & Jansen, J. (eds.) 2001. *Implementing Education Policies: The South African experience*. Cape Town: University of Cape Town
- Sergiovanni, T. 1991 *The principalship: A reflective practice perspective*. Boston: Allyn & Bacon.

- Seroto, J. 2004. The impact of South African legislation (1948-2004) on black education in rural areas: A historical education perspective. D Ed thesis. Pretoria, University of South Africa.
- Simic, I. 1998. Transformational leadership – the key to success management of transformational organizational changes. *Facta Universitas*, 1(6) 49-55.
- Singh, W. & Erbe, N.D. 2017. Creating a Sustainable Vision of Nonviolence in schools and Society. *IGI Book Series. Advances religious and cultural Studies*. Boston, USA.
- Sofo, F. Fitzgerald R. & Jawas, U. 2010. Instructional leadership in Indonesian school reform: overcoming the problems to move forward. *School Leadership & Management*. (32)503-522.
- South African Schools Act (Act no.84 of 1996) and National Education Policy Act, 1996 (no. 27 of 1996) Department of Education, South Africa. 12 October 1998. Notice 2362 of 1998. Vol. 400. Pretoria: Government Printer.
- South African Schools Act 84 of 1996. The composition of school council in public schools under the control of the Ministry of Education. Secondary School, RD 83/1996 of 26 January. Pretoria: Government Printers.
- Squelch, J. 2001. Do school governing bodies have a duty to create safe schools? An educational law perspective. *Perspectives in Education*, 19:137-149.
- Statistics South Africa. 2016. 2.2 Million illiterate, stats SA has revealed. Retrieved July 1, 2016 <https://thenewage.co.za>.
- Stemler, S. E., Bebell, D., & Sonnabend, L. A. 2011. Using School Mission Statements for Reflection and Research. *Educational Administration Quarterly*, 47(2), 383–420. <http://doi.org/10.1177/0013161X10387590>
- Stone, A.G. Russell, R.F. & Patterson, K. 2003. Transformational versus servant leadership-a different in leader focus. Servant Leadership Roundtable-October 2003. Retrieved August 3, 2006 from <http://www.regent.edu/acad/cls/2003servantleadershiproundtable/stone.pdf>.
- Struwing, F.W & Stead, G.B 2001. *Planning, designing and reporting research*. Cape Town: Masker Miller Longman.
- Struwing, F.W and Stead, G.B. 2007. *Planning, designing & reporting research*. Cape Town: Masker Miller Longman.

- Tatlah, I.A.& Iqbal, M.Z.2012.Role of Board of Governors and Parent Teacher Association in District Public Schools in the context of Conflict and challenges. Department of Education, University of Management and Technology, Lahore,54600, Pakistan.
- Team technology. 2017. www.teamtechnology.co.uk/ParticipativeLeadership@2017. Leadership/ Style/ Participative
- Teamwork Exercise. 2013.Discussion of role and responsibilities. Center for effective public policy. USA.The Center for Effective Public policy .
- Thekiso, M.M. 2013.The role of the school governing bodies in creation an educative climate in schools: A case study of a school I Soweto South Africa. DEd Thesis. Pretoria, University of South Africa.
- Thenga, C.M.2012.Managing school funds in selected secondary schools in Gauteng province. MEd dissertation. Pretoria, University of South Africa.
- Triad 3, 2013..*Research methodology in education: An introduction to document analysis*. Retrieved Mar 9,2016, from <https://lled500.trubox.ca/2016/244>.
- UK Essays. November 2013. Trait Theory of Leadership Essay. [online]. Retrieved 232 July 2018 <https://www.ukessays.com/essays/management/leadership-and-trait-theories-management-essay.php?vref=1>
- UNESCO. 2014. *Decentralization as an education reform*. South East Asia: GEMS Education
- Van der Walt, F.2018. Workplace spiritual, work engagement and thriving at work. *South African Journal of individual Psychology*, 44 (1).1-10.
- Van Wyk, C.2014.Leadership's role in effective implementation of school discipline policies. *International Business Research Journal*,13(4) 117- 130.
- Vroom, V.H.& Yetton, W.P. 1973. Leadership and Decision Making. Pittsburgh: University of Pittsburgh Press.
- Wedawatta, G.S.D. Ingirige, M.J.B.& Amaratunga, R.D.G.2011.Case study as a research strategy: Investigating extreme weather resilience of construction SMEs in UK. Manchester: University of Salford.
- Wet, C.2009. A transitiological study of some South African educational issues. *South African Journal of Education*, 29(3)120-139.
- Whitaker, B.1977.Instructional leader and principal visibility. *The clearinghouse*, 70 (3) 155-

- White, S.C. 2000. Depoliticising development: The uses and abuses of participation. In D. Eade (Ed.), *Development, NGOs and civil society: Selected essays from development in practice*, Oxfam, Oxford, pp. 142-155. Retrieved July 22, 2013 <http://www.rrojasdatabank.info/eade142-155.pdf>.
- Wolinski, B. 2010. Leadership Theories. Free management library. Retrieved April 21, 2010, [http:// managementhelp.org/blogs/leadership](http://managementhelp.org/blogs/leadership).
- Wyld, D. 2010. South-eastern Louisiana University in Management. Top Ten Management on Situational Leadership Theory: An Overview of How to Match the Right Leader to The Right Group of Followers. Retrieved 4 April 2010 <http://bizcovering.com/management/top-ten-management-on-situationalleadership-theory-an-overview-of-how-to-match-the-right-leader-to-the-right-groupof-followers/>
- Xaba, M. & Ngubane, D.2010.Financial Accountability at schools: Challenges and Implications. *Journal of Education*, 50. 141-160.
- Xaba, M. I. 2011. The possible cause of school governance challenges in South Africa. *South African Journal of Education*, 31(2) 201-211.
- Xaba, M.2006.An Investigation into the basic safety and security status of Schools' physical environment. *South African Journal of Education*, 26(4)565-580.
- Yacopetti, M.2017.Why role clarity is key in any organisation. Enhancing your team effectiveness. Upper Saddle River, NJ: Prentice-Hall.
- Yukl G. 2006. *Leadership in organizations*. Upper Saddle River, NJ: Prentice-Hall.

APPENDIX A: PROOF OF REGISTRATION

0945 MIRST

LUPHOKO M E MR

STUDENT NUMBER. 0795-538-3

P O BOX 8036

KWALUGEDLANE

1341

ENQUIRIES NAME POSTGRADUATE QUALIFICATIONS

ENQUIRIES TEL (012) 441-5702

DATE.2018-04-17

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa my life (<http://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE • DED (EDUC MANAGEMENT) (98437)

TITLE • The instructional leadership of principals in selected South African primary schools

SUPERVISOR • Prof TV MANYIKE

ACADEMIC YEAR . 2018

TYPE : THESIS

SUBJECTS REGISTERED; IFEDM05 DED - Education Management

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/ thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane

Registra (Acting)

University of South Africa

Preller Street, Muckleneuk Ridge, City of Tshwane

PO Box 392 UNISA 0003 South Africa

Telephone: +27 492 3111 Facsimile: +27 12 4294150

www.unisa.ac.za



APPENDIX B: INTERVIEW GUIDE FOR SGB MEMBERS (PRINCIPALS, PARENTS, TEACHERS AND NON-TEACHING STAFF)

1. Understanding roles and responsibilities of SGBs

- 1.1 What do you think is the most important role of the SGB in the school?
- 1.2 Why do you regard the above role as most important?
- 1.3 Did you receive any training before you started working as an SGB?
- 1.4 Are you satisfied with the type of you received, explain your answer?
- 1.5 What do you think the education policy should address to empower SGBs to be effective in their duties?

2. Governance system

- 2.1 What is your view on the new governance system as compared to the old one?
- 2.2 In your view, how is the teacher's attitude towards parents at your school?
- 2.3 What are the roles of the SGB in school governance?
- 2.4 What are your roles and responsibilities within the new governance system?
- 2.5 How do you manage those roles and what do you do to remain effective?
- 2.6 How would you describe governance in this school? Is it sound, poor or average?

3. Handling of school finances

- 3.1 Who is responsible for the day-to-day financial administration at your school?
- 3.2 Who draws up a budget in your school?
- 3.3 Does your school adhere to the budget when expenditure is made?
- 3.4 Does the SGB control and assure the proper expenditure of the school income?
- 3.5 How does the SGB ensure that school infrastructure, teaching, and teaching/learning resources are made available?

4. Challenges in functionality of SGBs

- 4.1 Explain the factors that you think affect the school governance negatively.
- 4.2 How do you perceive the present of the SGB in your school? Is it assisting, adding to your workload, disorganising the school functioning, affecting your performance or there is completely no need for them to be there?
- 4.3 What challenges do you confront as SGB in the execution of your roles and responsibilities?
- 4.4 What strategies can be put in place in an attempt to ensure that the SGB of your school perform their duties effectively?

5. **Training/ Capacity of SGBs.**

- 5.1 Have the department ever organized workshop on school governance?
- 5.2 What governance development programmes have you attended as a SGB member?
- 5.3 Was this programme useful or not? Explain briefly.
- 5.4 As an SGB member, what kind of Governance Development Programme would you prefer?
- 5.5 How do you prefer the programmes to be structured, e.g. Seminar, or workshop?
Provide a reason why?

APPENDIX C: OBSERVATION GRID

N	ITEM OBSERVED	
1	Conducting meetings	
1.1	Punctuality	
1.2	Procedures	
1.3	Invitations	
1.4	Resolution and minutes	
2	State of the buildings	
2.1	Cleanliness	
2.2	Vandalism	
2.3	Size	
3	Learners Discipline	
4	Teachers Discipline	
5	SGB Interaction	
6	Governance System	
7	Relationship with stakeholders	
7.1	Parents	
7.2	Teachers	
7.3	Learners	
8	School surrounding (yard)	
8.1	Availability of running water	
8.2	Availability of toilets	
8.3	Availability of security personnel	
8.4	Availability of electricity	
8.5	Availability of fence	
8.6	Availability of Disclaimer	

APPENDIX D: PERMISSION LETTER TO MPUMALANGA DEPARTMENT OF EDUCATION

Request for permission to conduct research at Mpumalanga Provincial Department of Education

Title: The Leadership role of the School Governing Bodies in selected South African
Secondary Schools

Date: 06.09.2017

Mrs Mhlabane MOC
Head of Department
(013)7665515
Mhlabane.m@education.mpu.gov.za

Dear Mrs. Mhlabane MOC

I, Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a DEd at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools

The aim of the study is to investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles and your department has been selected because it has the relevant participants that fit in my study. (principals, teachers, non-teaching staff and parent governors. The study will entail conducting individual interviews with principals. These interviews will be recorded on a digital recorder for analysis. Furthermore, focus group interviews will be conducted with SGB members on the challenges they face in the execution of their duties and how these challenges can be resolved. The interviews will last for forty-five minutes

The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

There are no potential risks anticipated to participants and there is no reimbursement or any incentives, and there will be no reimbursement or any incentives that will be paid for participation in the research.

Feedback procedure will entail the use of telephone numbers and email addresses of participants.

Yours sincerely

Luphoko Mandla Erick

The Researcher

APPENDIX E: PERMISSION LETTER TO THE CIRCUIT MANAGER

Request for permission to conduct research at Nkomazi West Circuit

Title: The Leadership role of the School Governing Bodies in selected South African Secondary Schools

Date: 06.09.2017

DR. MUBI S.L

CIRCUIT MANAGER

(013) 7803151

nkomaziwes@gmail.com

Dear Dr. Mubi S.L

I, Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a DEd at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools

The aim of the study is to investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles and your department has been selected because it has the relevant participants that fit in my study. (principals, teachers, non-teaching staff and parent governors. The study will entail conducting individual interviews with principals. These interviews will be recorded on a digital recorder for analysis. Furthermore, focus group interviews will be conducted with SGB members on the challenges they face in the execution of their duties and how these challenges can be resolved. The interviews will last for forty-five minutes

The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

There are no potential risks anticipated to participants and there is no reimbursement or any incentives, and there will be no reimbursement or any incentives that will be paid for participation in the research.

Feedback procedure will entail the use of telephone numbers and email addresses of participants.

Yours sincerely

Luphoko Mandla Erick
The Researcher

APPENDIX F: PERMISSION LETTER TO PRINCIPAL OF SCHOOL

Request for permission to conduct research in your school

Title: The Leadership role of the School Governing Bodies in selected South African Secondary Schools

Date: 06.09.2017

The Principal
(013)780 3151

Dear Sir/ madam

I, Mandla Erick Lumphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a DEd at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools

The aim of the study is to investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles and your department has been selected because it has the relevant participants that fit in my study. (principals, teachers, non-teaching staff and parent governors. The study will entail conducting individual interviews with principals. These interviews will be recorded on a digital recorder for analysis. Furthermore, focus group interviews will be conducted with SGB members on the challenges they face in the execution of their duties and how these challenges can be resolved. The interviews will last for forty-five minutes

The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

There are no potential risks anticipated to participants and there is no reimbursement or any incentives, and there will be no reimbursement or any incentives that will be paid for participation in the research.

Feedback procedure will entail the use of telephone numbers and email addresses of participants.

Yours sincerely

Luphoko Mandla Erick

The Researcher

APPENDIX G: CONSENT LETTER TO TEACHERS

Date: 06.09.2017

Title: The leadership role of the School Governing Bodies in selected South African Secondary schools.

Dear Prospective Participant

My name is Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a DEd at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools This study is expected to collect important information that could investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles. The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

You are invited because you serve as an educator component in the SGB in your school. I obtained your contact details from your school principal. I have chosen four participants in your school.

This study involves semi –structured interviews and focus group interviews. Focus group interviews will be conducted with you and will run forty-five minutes. Although only one interview is scheduled a follow up will be conducted if necessary. Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are free to withdraw at any time and without giving a reason. Although interview will be recorded, you have the right to inform me in case you do not want to be recorded in that case I will take down notes.

The envisaged benefit of this research is that leadership strategies will be identified to help School Governing Bodies minimise ineffectiveness. SGBs will also be assisted to self-correct existing deviations, thereby improve their functionality. There are no risks anticipated to teachers and non-teaching staff and no remuneration will be paid to the research participants. Anonymous data may be used for other purposes, such as research report, journal articles and conference proceedings. A report of the study may be submitted for publication, but individual participation will not be identifiable in such a report. Participation will be kept confidential unless otherwise specified.

Focus group is a form of qualitative research in which a small, homogeneous group of people are asked about their perceptions, opinions, beliefs and attitudes towards a concept or idea. It can consist of a group of 8 to 12 persons who are relatively homogeneous but unknown to each other. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidential, I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Hard copies of your answers will be stored by the researcher for the period of five years in a locked filing cabinet in the strong room in the school for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of stored data will be subject to future research Ethics Review and approval if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

If you would like to be informed of the final research findings, please contact Mandla Erick Lumphoko on 0828403640 or lumphokome@gmail.com. The findings are accessible for the period of five years. Should you require any further any further information or want to contact the researcher about any aspect of this study, please contact on 0828403640 or lumphokome@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Prof. Manyike T.V on 0828208871/ 012 429 4004 or manyitv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature

LUPHOKO M.E

APPENDIX H: CONSENT LETTER TO PARENTS

Date: 06.09.2017

Title: The leadership role of the School Governing Bodies in selected South African Secondary schools.

Dear Prospective Participant

My name is Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a D.Ed. at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools This study is expected to collect important information that could investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles. The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

You are invited because you serve as an educator component in the SGB in your school. I obtained your contact details from your school principal. I have chosen four participants in your school.

This study involves semi –structured interviews and focus group interviews. Focus group interviews will be conducted with you and will run forty-five minutes. Although only one interview is scheduled a follow up will be conducted if necessary. Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are free to withdraw at any time and without giving a reason. Although interview will be recorded, you have the right to inform me in case you do not want to be recorded in that case I will take down notes.

The envisaged benefit of this research is that leadership strategies will be identified to help School Governing Bodies minimise ineffectiveness. SGBs will also be assisted to self -correct existing deviations, thereby improve their functionality. There are no risks anticipated to teachers and non-teaching staff and no remuneration will be paid to the research participants. Anonymous data may be used for other purposes, such as research report, journal articles and conference proceedings. A report of the study may be submitted for publication, but individual participation will not be identifiable in such a report. Participation will be kept confidential unless otherwise specified.

Focus group is a form of qualitative research in which a small, homogeneous group of people are asked about their perceptions, opinions, beliefs and attitudes towards a concept or idea. It can consist of a group of 8 to 12 persons who are relatively homogeneous but unknown to each other. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidential, I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Hard copies of your answers will be stored by the researcher for the period of five years in a locked filing cabinet in the strong room in the school for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of stored data will be subject to future research Ethics Review and approval if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

If you would like to be informed of the final research findings, please contact Mandla Erick Lumphoko on 0828403640 or lumphokome@gmail.com. The findings are accessible for the period of five years. Should you require any further any further information or want to contact the researcher about any aspect of this study, please contact on 0828403640 or lumphokome@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Prof. Manyike T.V on 0828208871/ 012 429 4004 or manyitv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature

LUPHOKO M.E

APPENDIX I: CONSENT LETTER TO NON-TEACHING STAFF

Date: 06.09.2017

Title: The leadership role of the School Governing Bodies in selected South African Secondary schools.

Dear Prospective Participant

My name is Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a D.Ed. at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools This study is expected to collect important information that could investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles. The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

You are invited because you serve as an educator component in the SGB in your school. I obtained your contact details from your school principal. I have chosen four participants in your school.

This study involves semi –structured interviews and focus group interviews. Focus group interviews will be conducted with you and will run forty-five minutes. Although only one interview is scheduled a follow up will be conducted if necessary. Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are free to withdraw at any time and without giving a reason. Although interview will be recorded, you have the right to inform me in case you do not want to be recorded in that case I will take down notes.

The envisaged benefit of this research is that leadership strategies will be identified to help School Governing Bodies minimise ineffectiveness. SGBs will also be assisted to self -correct existing deviations, thereby improve their functionality. There are no risks anticipated to teachers and non-teaching staff and no remuneration will be paid to the research participants. Anonymous data may be used for other purposes, such as research report, journal articles and conference proceedings. A report of the study may be submitted for publication, but individual participation will not be identifiable in such a report. Participation will be kept confidential unless otherwise specified.

Focus group is a form of qualitative research in which a small, homogeneous group of people are asked about their perceptions, opinions, beliefs and attitudes towards a concept or idea. It can consist of a group of 8 to 12 persons who are relatively homogeneous but unknown to each other. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidential, I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Hard copies of your answers will be stored by the researcher for the period of five years in a locked filing cabinet in the strong room in the school for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of stored data will be subject to future research Ethics Review and approval if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

If you would like to be informed of the final research findings, please contact Mandla Erick Lumphoko on 0828403640 or lumphokome@gmail.com. The findings are accessible for the period of five years. Should you require any further any further information or want to contact the researcher about any aspect of this study, please contact on 0828403640 or lumphokome@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Prof. Manyike T.V on 0828208871/ 012 429 4004 or manyitv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature

LUPHOKO M.E

APPENDIX J: CONSENT LETTER TO PRINCIPALS

Date: 06.09.2017

Title: The leadership role of the School Governing Bodies in selected South African Secondary schools.

Dear Prospective Participant

My name is Mandla Erick Luphoko am doing research under supervision of Manyike T.V, a professor in the Department of Languages Education Art and Culture towards a D.Ed. at the University of South Africa. We are inviting you to participate in a study entitled The Leadership role of the School Governing Bodies in selected South African Secondary Schools This study is expected to collect important information that could investigate the challenges faced by the School Governing Bodies in the implementing of their duties in selected South African Schools and consequences of their ineffectiveness. Furthermore, it is envisaged to devise strategies that might help them to improve their leadership roles. The benefits of this study are that effective leadership strategies will be identified to help the SGB members to execute their duties effectively. SGB members will be also assisted to know and to know their roles in schools.

You are invited because you serve as an educator component in the SGB in your school. I obtained your contact details from your school principal. I have chosen four participants in your school.

This study involves semi –structured interviews and focus group interviews. Focus group interviews will be conducted with you and will run forty-five minutes. Although only one interview is scheduled a follow up will be conducted if necessary. Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are free to withdraw at any time and without giving a reason. Although interview will be recorded, you have the right to inform me in case you do not want to be recorded in that case I will take down notes.

The envisaged benefit of this research is that leadership strategies will be identified to help School Governing Bodies minimise ineffectiveness. SGBs will also be assisted to self -correct existing deviations, thereby improve their functionality. There are no risks anticipated to teachers and non-teaching staff and no remuneration will be paid to the research participants. Anonymous data may be used for other purposes, such as research report, journal articles and conference proceedings. A report of the study may be submitted for publication, but individual participation will not be identifiable in such a report. Participation will be kept confidential unless otherwise specified.

Focus group is a form of qualitative research in which a small, homogeneous group of people are asked about their perceptions, opinions, beliefs and attitudes towards a concept or idea. It can consist of a group of 8 to 12 persons who are relatively homogeneous but unknown to each other. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidential, I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Hard copies of your answers will be stored by the researcher for the period of five years in a locked filing cabinet in the strong room in the school for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of stored data will be subject to future research Ethics Review and approval if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

If you would like to be informed of the final research findings, please contact Mandla Erick Luphoko on 0828403640 or luphokome@gmail.com. The findings are accessible for the period of five years. Should you require any further any further information or want to contact the researcher about any aspect of this study, please contact on 0828403640 or luphokome@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Prof. Manyike T.V on 0828208871/ 012 429 4004 or manyitv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature

LUPHOKO M.E

APPENDIX K: CONFIRMATION OF EDITING

29 January 2019

To whom it may concern:

This is to confirm that the following D Ed dissertation: **THE LEADERSHIP ROLE OF THE SCHOOL GOVERNING BODIES IN SELECTED SOUTH AFRICAN SECONDARY SCHOOLS** by MANDLA ERICK LUPHOKO has been edited for language use.

Eleanor Lemmer

Id 510711 0118 088

864 Justice Mohamet Street

Brooklyn

Pretoria

Contact no: 084 7004676

A handwritten signature in cursive script, appearing to read 'EM Lemmer', is written in dark ink.

APPENDIX L: TURNITIN REPORT

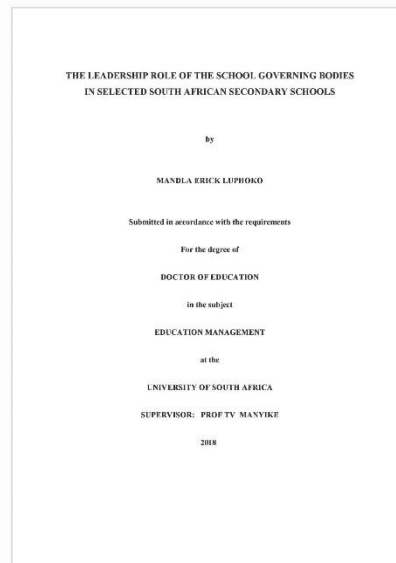


Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Me Lumphoko
Assignment title: Complete dissertation/thesis for e...
Submission title: THE LEADERSHIP ROLE OF THE S..
File name: EditedFinal_dissertation_for_Mand..
File size: 2.69M
Page count: 213
Word count: 67,204
Character count: 379,695
Submission date: 26-Jan-2019 11:39AM (UTC+0200)
Submission ID: 1068759901



Copyright 2019 Turnitin. All rights reserved.

[Open Rubric](#)

APPENDIX M: ETHICAL CLEARANCE CERTIFICATE



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

18 November 2015

Ref # 2015/11/18/08775656/58/MC

Staff #: Mrs MH Phajane

Staff Number #: 08775656

Dear Mrs Phajane

Decision: Ethics Approval

Researcher: Mrs MH Phajane
Tel: +2712 429 2002
Email: phajamh@unisa.ac.za

Supervisor: Prof TV Manyike
College of Education
Department of Language Education Arts and Culture
Tel: +2712 429 4004
Email: Manyiketv@unisa.ac.za

Proposal: Teachers' experiences of teaching academic Home Language (HL) proficiency skills as a medium of instruction in Foundation Phase: Teaching implications

Qualification: D Ed in Early Childhood Education

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 18 November 2015.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
 - 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*
- An amended application could be requested if there are substantial changes from the*



Open Rubric

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

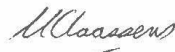
existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

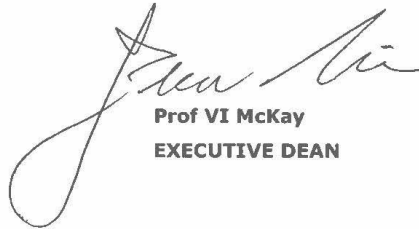
Note:

The reference number **2015/11/18/08775656/58/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

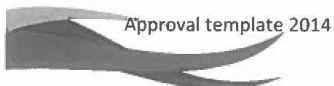
Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC



Prof VI McKay
EXECUTIVE DEAN



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za